AL.2.1991-5
University of Alberta Library
0 1620 3448694 2
DEC 1 2 1990

20

Module 4

CAREER AND LIFE MANAGEMENT

LEARNING FACILITATOR'S MANUAL

Module 4 Careers and the World of Work

Note

This Career and Life Management Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

ISBN No. 0-7741-0027-3

Copyright © 1990, the Crown in Right of Alberta, as represented by the Minister of Education. Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K OL2.

All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.

UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

Module 4 - Careers & the World of Work: Overview

Sequence of Learning
Module 4: Careers & the World of Work

Section 1: Career Planning

↓

Section 2: Career Research

↓

Section 3: Adapting to the World of Work

Content

Career and vocational decisions are a source of stress for some high school students.

Module 4 gives students the opportunity to explore their vocational strengths and to gain the skills needed to locate and maintain suitable employment. The module also teaches research skills used in finding the information about various occupations needed to make wise vocational decisions.

Resources and Materials

The major assignment of this module is an in-depth vocational research project. The learning facilitator helps students locate the vocational resource materials needed to complete this assignment. Suggested resources are

- *Canadian Classification and Dictionary of Occupations* (Employment and Immigration Canada)
- *Job Futures* (Employment and Immigration Canada)
- *It's About Time to Start Thinking About Your Future* (Alberta Career Development and Employment)
- Occupational Profile Series (Alberta Advanced Education and Manpower)

Students may also access vocational guidance software programs such as *Choices* if such programs are available in their school(s).

Telephone and business directories are needed to complete activities involving locating job leads.

Guest speakers may provide valuable career information. Speakers from specific occupations can provide occupational information and insights. Employers can be invited to speak about their expectations of employees and what they look for in job interviews and in resumes.

The videotape *Hands On*, may introduce students to trades training. Combining a presentation of this Alberta-based videotape with a classroom visit by a tradesperson may point out the opportunities available in these occupations.

The *Hands On* videotape may be obtained from

- any high school in Alberta
- any Career Development Centre in Alberta
- Alberta Correspondence School

Introducing the Module

Three lifestyle decisions can profoundly effect on a person's life. These decisions are mirrored in these questions:

Who will (or will) I marry?

Will I have children?

What occupation will I work at?

Discussion of these questions may serve as an introduction to the lifestyle implications of occupational choice.

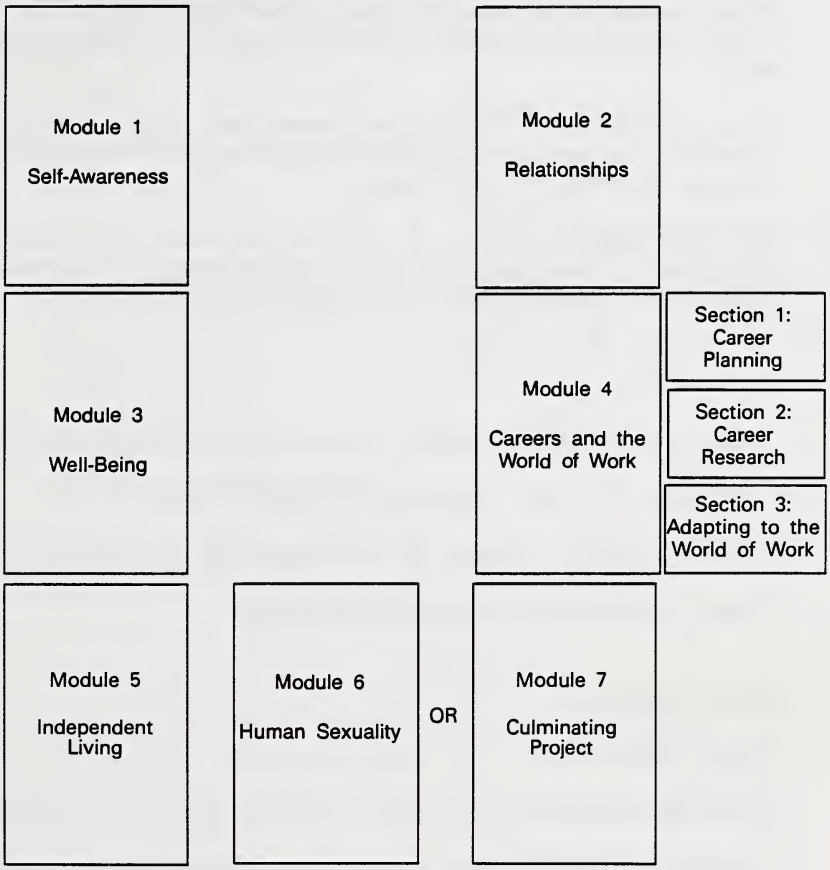
- Vocational choice will determine your financial status.
- Your vocational choice will influence how satisfied and content you are in your work. This will influence total life contentment.
- Vocational choice may determine where you live and with whom you tend to socialize.
- Your hours of work and work location may influence the time you have to spend with family and friends.

An introductory discussion of this type might show the importance of making thoughtful vocational choices.

This module may also be introduced by a guest speaker. In some communities, people in their late twenties or early thirties are willing to come into classrooms and share early employment experiences. These experiences often include a growing realization of the importance of a thoughtful career plan.

Evaluation

It is suggested that assignments for this module be evaluated as 10% of the final course grading.



The mark breakdown is as follows:

Section 1	30	marks
Section 2	40	marks
Section 3	30	marks
	100	marks

Section 1 - Career Planning

Introduction

The goal of Module 4, Section 1 is to help students expand their horizons. Some students limit their choice of occupations and leisure activities to opportunities with which they have had experience. It is to the advantage of the student to look at as many career activities as possible before making a decision.

In this section, students will analyze their dreams, goals, interests, abilities, values, temperaments, personalities, and experiences. Students will relate the self-knowledge they gain in these areas to vocational and avocational career choices.

In each personal area assessed, an effort has been made to help students see many vocational options. Defining values and relating them to occupational and leisure activities should help students see that there are many lifestyle and vocational options from which to choose.

Key Concepts

- Goals, dreams, abilities, attitudes, and values affect career planning and job satisfaction.
- The lifestyle one prefers affects one's occupational choice.
- Many skills that are important to one's personal life are important at work.
- Career planning requires careful decision-making.

Section Objectives

Students will be able to

- define and understand the term *career planning* and all of the components of a career
- recognize and reassess personal goals, dreams, abilities, values, and lifestyle preferences, as well as understand how these factors affect job satisfaction, occupational choices, and career planning
- develop self-assessment skills

Student-Assessed Activities: Answers and Comments Concerning Activity Use

Note: It is expected that the learning facilitator will have read all comments to students concerning the Activities. These comments are contained in the Appendix of the Module Booklet.

Activity 1

Describe one career decision you made in the last year.

_____

_____

_____

_____

_____

Check the Appendix for guidance or additional information concerning this activity.

Steps in Career Planning

- Learn about yourself.
- Learn about different occupations and the work world.
- Determine your career options.
- Make a personal career plan.
- Carry out your career plan.

Making career decisions involves the same steps needed to make any decision. In the remainder of this lesson, you will look at the first step — learning about yourself.

Section 1: Activity 1

Comments:

Check to make sure that students realize that the term *career* relates to life career or lifestyle. A career decision, then, may involve leisure interests, marriage, education, etc. as well as occupational plans.

Module 4 — Section 1: Career Planning

Activity 2

1. Pretend that you have all the money you need to live the way you want. Describe how you would like to live.
   a. What will you own?
   b. What will you do?
   c. Where will you live?
2. Pretend you have all the ability in the world! You can do any kind of work you want. Your occupational dreams can come true!
   a. You have tons of talent. Choose any three skills or talents that you can use in your leisure activities. List them.
   b. List as many occupational dreams as you can. Include dreams that you had as a child as well as your present dreams.
   c. Review the occupational dreams in 2. above. Put a star beside the ones you would like to pursue.
   d. Circle the occupational dream you would like to do most. Remember, you can do it; it is your dream!

See the Appendix for guidance or additional information concerning Activity 2.

CALM 20 — 11

Section 1: Activity 2

Comments:

This activity encourages students to expand the parameters of their goals and plans by daydreaming about possibilities. Answers to these questions may provide information about a student's values.

Module 4 — Section 1: Career Planning

Goals

Goals—Goals are how you want things to be the results you work for

To get results that you will be happy with, you need to set realistic goals that you can reach.

Activity 3

1. List a few things you think you will be able to own in ten years.
2. Think of a few hobbies and leisure activities you do not do now. List a few that you think you have the ability to do.
3. Do you have any occupational goals? If you do, list a few occupations you think you might enjoy.

See the Appendix for guidance or additional information concerning this Activity.

CALM 20 — 12

Section 1: Activity 3

Comments:

Reality must be considered in this activity.

A common mistake young people make is setting unrealistic goals. Some students think they can have a really nice car, an expensive home paid for, and own a business ten years after graduation. This is not realistic for many students.

This activity may help students understand that they cannot start living on their own with the same comforts it took their parents fifteen to twenty years to accumulate. You may want to have a classroom discussion about what students can expect to own and how they will live the first few years after graduation. A person who graduated from high school a couple of years ago could visit your classroom to talk about the difficulties of living on your own.

Module 4 — Section 1: Career Planning

Values

Values—Values are beliefs or things that are important to you.

What do you value? You need to know your values. Doing things opposed to your values can make you feel guilty or reduce your self-esteem.

Jack values animal life. He cannot stand to see animals in pain. This could affect his career choices. Would Jack feel good killing animals in a slaughter plant? Would Jack feel right trapping animals for a hobby? Jack's leisure activities and occupation could be influenced by his values.

Activity 4

The following exercise can help you clarify some of your values. Circle the number beside the one statement in each pair which seems most important to you. You must choose one number from each pair of items. Then see the instructions at the end of the list about how to score the test.

Values Test

1 — to be reasonably sure about the future for myself and my family
12 — to do things well

3 — to have people think well of me
5 — to have as much freedom as possible to do things I want to do

11 — to have as many good things as possible
12 — to do things well

6 — to do new and different things often
11 — to have as many good things as possible

7 — to have friends
10 — to have things neat, orderly, and organized

6 — to do new and different things often
8 — to create an atmosphere that makes for satisfying family living

3 — to have people think well of me
9 — to do what is right according to my beliefs

8 — to create an atmosphere that makes for satisfying family living
10 — to have things neat, orderly, and organized

4 — to do things for my family and others
11 — to have as many good things as possible

CALM 20 — 13

Section 1: Activity 4

Comments:

Normalized values inventories can be purchased and administered by counsellors. Only a normalized values inventory, which has been tested and retested for validity and reliability, should be used in direct career counselling. The values inventory in this course has **not** been normalized.

The results of this activity should not be used dogmatically. The degree to which any value can be met in an occupation or a leisure activity is very subjective.

This values clarification activity should be used to help students broaden their horizons rather than limit the career options students are considering.

Module 4 — Section 1: Career Planning

Values Test - Continued

10 — to have things neat, orderly, and organized
12 — to do things well

2 — to have influence with people
11 — to have as many good things as possible

4 — to do things for my family and others
10 — to have things neat, orderly, and organized

2 — to have influence with people
12 — to do things well

4 — to do things for my family and others
12 — to do things well

4 — to do things for my family and others
7 — to have friends

5 — to have as much freedom as possible to do things I want to do
8 — to create an atmosphere that makes for satisfying family living

2 — to have influence over people
3 — to have people think well of me

7 — to have friends
8 — to create an atmosphere that makes for satisfying family living

5 — to have as much freedom as possible to do things I want to do
12 — to do things well

3 — to have people think well of me
11 — to have as many good things as possible

6 — to do new and different things often
12 — to do things well

1 — to be reasonably sure about the future for myself and my family
10 — to have things neat, orderly, and organized

3 — to have people think well of me
8 — to create an atmosphere that makes for satisfying family living

5 — to have as much freedom as possible to do things I want to do
6 — to do new and different things often

CALM 20 — 14

A student who seems to value helpfulness and who has not considered any of the helping professions might want to do some research on the helping professions. This research might help the student find an occupation he or she would like to enter.

This activity could help students find enjoyable leisure activities. A student who valued helpfulness might decide to use leisure time doing volunteer work for a social agency rather than being employed in a helping profession. Use of this activity to help students select leisure activities is important. Technological changes and economic factors are making jobs less important sources of life satisfaction. Students might find it necessary to work in vocations they do not enjoy very much to support themselves. Careful selection of leisure activities is important because some students may find that leisure activities will play a major role in their life satisfaction.

Values Test - Continued

6 — to do new and different things often
10 — to have things neat, orderly, and organized

1 — to be reasonably sure about the future for myself and my family
5 — to have as much freedom as possible to do things I want to do

5 — to have as much freedom as possible to do things I want to do
10 — to have things neat, orderly, and organized

7 — to have friends
9 — to do what is right according to my beliefs

1 — to be reasonably sure about the future for myself and my family
11 — to have as many good things as possible

3 — to have people think well of me
10 — to have things neat, orderly, and organized

2 — to have influence with people
8 — to create an atmosphere that makes for satisfying family living

3 — to have people think well of me
4 — to do things for my family and others

2 — to have influence with people
8 — to do new and different things often

2 — to have influence with people
10 — to have things neat, orderly, and organized

6 — to do new and different things often
9 — to do what is right according to my beliefs

1 — to be reasonably sure about the future for myself and my family
6 — to do new and different things often

3 — to have people think well of me
7 — to have friends

7 — to have friends
11 — to have as many good things as possible

2 — to have influence with people
7 — to have friends

Values Test - Continued

4 — to do things for my family and others
9 — to do what is right according to my beliefs

5 — to have as much freedom as possible to do things I want to do
11 — to have as many good things as possible

1 — to be reasonably sure about the future for myself and my family
4 — to do things for my family and others

3 — to have people think well of me
6 — to do new and different things often

5 — to have as much freedom as possible to do things I want to do
7 — to have friends

10 — to have things neat, orderly, and organized
11 — to have as many good things as possible

2 — to have influence with people
4 — to do things for my family and others

8 — to create an atmosphere that makes for satisfying family living
9 — to do what is right according to my beliefs

8 — to create an atmosphere that makes for satisfying family living
12 — to do things well

4 — to do things for my family and others
5 — to have as much freedom as possible to do things I want to do

9 — to do what is right according to my beliefs
11 — to have as many good things as possible

1 — to be reasonably sure about the future for myself and my family
2 — to have influence with people

9 — to do what is right according to my beliefs
10 — to have things neat, orderly, and organized

6 — to do new and different things often
7 — to have friends

4 — to do things for my family and others
8 — to do new and different things often

In some cases, students may find that the occupations they are really interested in do not really allow them to meet the values that appear to be important to them from the test. In such a situation, you might ask a student if the values stated are more important to him or her than the satisfaction they would obtain in this occupation.

Values Test - Continued

2 — to have influence with people
5 — to have as much freedom as possible to do things I want to do

4 — to do things for my family and others
8 — to create an atmosphere that makes for satisfying family living

2 — to have influence with people
9 — to do what is right according to my beliefs

1 — to be reasonably sure about the future for myself and my family
8 — to create an atmosphere that makes for satisfying family living

1 — to be reasonably sure about the future for myself and my family
7 — to have friends

3 — to have people think well of me
12 — to do things well

1 — to be reasonably sure about the future for myself and my family
3 — to have people think well of me

5 — to have as much freedom as possible to do things I want to do
9 — to do what is right according to my beliefs

1 — to be reasonably sure about the future for myself and my family
9 — to do what is right according to my beliefs

7 — to have friends
12 — to do things well

Directions for Scoring Values Test

1. Total the number of times you circled statements numbered 1 on the Values Test. Record this total in the blank to the right of statement 1 on the chart below. Repeat this process for each of the statements numbered 1 through 12.

2. Rank the statements. If you circled statement 5 the most times, you would rank statement 5 as 1. This statement could indicate your strongest value. The statement circled the least number of times would be ranked 12. That statement probably indicates your weakest value.

   Be sure to check with your teacher or facilitator if you have any questions on scoring or ranking.

Statements	Number of Times Circled	Rank	Value Indicated
1	_____	_____	Security
2	_____	_____	Influence
3	_____	_____	Recognition
4	_____	_____	Helpfulness
5	_____	_____	Freedom
6	_____	_____	New Experience
7	_____	_____	Friendliness
8	_____	_____	Family Life
9	_____	_____	Moral Values
10	_____	_____	Orderliness
11	_____	_____	Wealth
12	_____	_____	Workmanship

[1]

The activity you just finished should give you an idea of the importance of some values in your life. The chart which follows might help you see how values may influence career satisfaction. You will need to think about your values and how they relate to your occupational and other career goals.

[1] American Council of Life Insurance and Health Insurance Companies of America for the excerpts from *Teaching Aspect* "Values Test" Vol. IV No. 2 Spring, 1970, pp 7-8, 11 Reprinted with permission

Module 4 — Section 1: Career Planning

Activity 5

Read the description of each type of ability. Check the ability level column that best describes you in each category.

Type of Ability	Ability Levels				
	5 little	4 below average	3 average	2 above average	1 extremely good
G— **General Intelligence.** This is your ability to learn new things. It is closely related to school success. People with high general intelligence solve problems easily.					
V— **Verbal Reasoning.** This is your ability to understand the meaning of words and ideas. People with high verbal reasoning use a wide variety of words correctly.					
N— **Numerical Ability.** This is the ability to do things such as adding, subtracting, multiplying and dividing. High numerical ability is shown by doing math rapidly and accurately.					
S— **Spatial Relations.** This is the ability to picture how things drawn on paper will look when they are put together.					
P— **Form Perception.** This is the ability to see detail in pictures. It is also the ability to see differences in the width of lines.					
Q— **Clerical Perception.** This is the ability to find errors in lists of words or numbers.					
K— **Motor Coordination.** This is the ability to use your eyes to tell you how to move your hands and fingers rapidly and accurately. People who have high motor coordination are good at video games.					

CALM 20 — 22

Section 1: Activity 5

Comments:

Several problems can develop in self-rating scales. Some students rate themselves very highly in all areas. Other students depreciate their abilities and rate themselves low in all areas. You might find that some students do not rate themselves according to the level of abilities you feel they have.

Students may be referred to the Extra Help activity in this section for an activity that can help them recognize their abilities.

Students can also be referred to the guidance counsellor for aptitude testing. Testing can help students who either depreciate or inflate their abilities. A sensitive counsellor can help such students see their abilities more realistically.

Module 4 — Section 1: Career Planning

Read the description of each type of ability. Check the ability level that best describes you in each category.

Type of Ability	Ability Levels				
	5 little	4 below average	3 average	2 above average	1 extremely good
F— **Finger Dexterity.** This is the ability to move your fingers rapidly and accurately. High finger dexterity is needed to type rapidly.					
M— **Manual Dexterity.** This is the ability to manipulate, turn, and hold things and tools in your hands.					
E— **Eye-Hand-Foot Coordination.** This is the ability to move your hands, feet, and body as your eyes tell you to. It is needed to hit a ball with a bat.					
C— **Colour Perception.** This is the ability to see slight differences in colour and shades of colour.					
O1— **Mechanical Reasoning.** This is the ability to understand how moving parts, pulleys, or machines work.					
O2— **Creative Imagination.** This is the ability to think of unique or different things. It is the ability, for example, to think of many uses for a shoe box. It is also the ability to think of an ending to a story.					

You may find it helpful to discuss this activity with somebody who knows your abilities fairly well, for example, a parent or teacher. This person may rate you differently than you rate yourself. They may have noticed areas of strength you have not thought of.

You may complete the Extra Help for this section if you are having difficulty pinpointing your abilities.

CALM 20 — 23

The self-development exercise could be used in conjunction with the General Aptitude Test Battery (GATB) and/or the aptitudes line in the Canadian Classification and Dictionary of Occupations (CCDO) descriptions.

Student and teacher use of this exercise would likely be limited to the CCDO Guidance counsellors may choose to use it with the GATB.

Some of the CCDO booklets covering just a few of the major occupational groupings have a scale of abilities. A few students may want to know what the scale means and how it is used. While a brief explanation follows, a guidance counsellor may be asked for more information or to work directly with those students requiring information.

Below appears a copy of the CCDO description and abilities code for the occupation of dog breeder.

7113-150 BREEDER, DOG (agric.)

GED: 3 SVP: 6 EC: B PA: L 3 4 DPT: 134

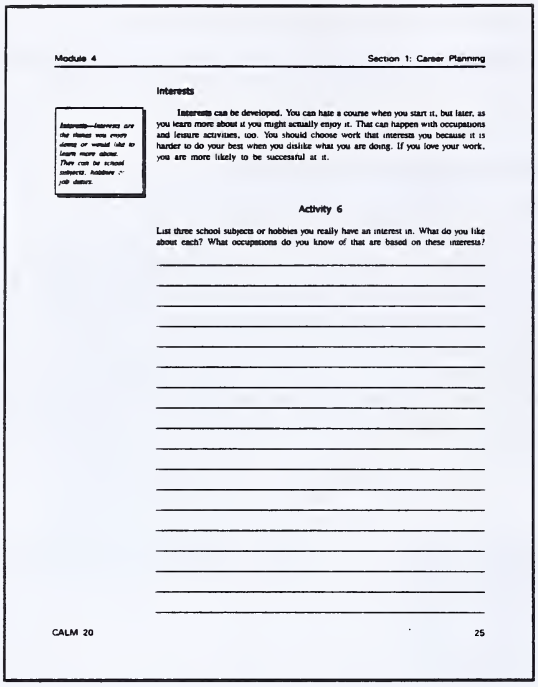
Directs, supervises and performs a variety of operations to breed, raise and sell pedigreed dogs. Breeds bitches to selected male dogs. Records breeding and whelping dates. Purchases feed, insecticides and other supplies. Feeds, waters and exercises dogs. Washes, clips and grooms dogs. Bathes, sprays and powders dogs to control insect pests. Inspects and treats dogs for disease and obtains veterinary services as necessary. Inoculates dogs against disease or arranges for inoculation by veterinarian. Trains dogs for shows, hunting, police work and other purposes. Exhibits dogs in shows. Buys dogs for breeding purposes. Sells dogs for breeding stock, police work or as pets.

APT											INT.	TEMP.
G	V	N	S	P	Q	K	F	M	E	C		
3	3	3	4	3	4	3	4	3	5	4	10	49

The highlighted portion of the entry contains the GATB. We have blown up that section of the entry below.

G	V	N	S	P	Q	K	F	M	E	C
3	3	3	4	3	4	3	4	3	5	4

Under each letter referring to a specific ability (eg. G = general ability) is a number. This number indicates the relative level of that ability needed in the occupation (from 5, little, to 1, extremely good). The underlined numbers show the abilities which are thought to be fairly important to performing the duties required in the occupation.



Module 4 Section 1: Career Planning

Interests

Interests—interests are the things you enjoy doing or would like to learn more about. They can be school subjects, hobbies or job duties.

Interests can be developed. You can hate a course when you start it, but later, as you learn more about it you might actually enjoy it. That can happen with occupations and leisure activities, too. You should choose work that interests you because it is harder to do your best when you dislike what you are doing. If you love your work, you are more likely to be successful at it.

Activity 6

List three school subjects or hobbies you really have an interest in. What do you like about each? What occupations do you know of that are based on these interests?

CALM 20 25

Section 1: Activity 6

Comments:

Some student may not feel they enjoy any school subjects. In such cases, you might ask the students to think about non-academic courses, such as home economics, industrial arts, physical education, and business education. The student might enjoy one of the courses in those areas.

Even students who enjoy no school subjects can profit from this exercise. Such students might need to be asked to list the subjects they dislike the least and tell what they like about those subjects.

Answers can be reframed so the student will look at the information they gain in a positive, helpful manner. A student who says he hates school because of all of the "dumb reading and writing" could have his answer reframed. You might respond, "It sounds like you would like to do work that does not require much reading or writing."

Activity 7

Complete the following questionnaire to help you determine your preference to data, to people, or to things. In each case choose what you would enjoy doing most. Place an "X" beside your choice. See instructions at the end of the activity about how to score this questionnaire.

Preferences Test

When waiting in a doctor's office you enjoy
____ reading a newspaper, magazine, or comic.
____ starting a conversation with another person.
____ looking out the window at the traffic and surrounding buildings.

As a member of a group project in chemistry, you would most like to
____ record the observations of the experiment and write out the findings.
____ solicit donations for materials, and organize the jobs of group members.
____ set up the apparatus, set out materials, and arrange exhibits.

As a teacher you would prefer to
____ check answers on test papers.
____ carry on interviews and discussions with the students.
____ involve yourself with experiments to show how gadgets work.

As an airplane enthusiast you would enjoy
____ drawing plans for a "dream plane" of the future.
____ teaching a friend to fly a model plane.
____ building a model plane.

Among the chores at home you most like is
____ drawing up your budget.
____ getting the entire family together in a garage cleaning spree.
____ washing windows, weeding the garden, or cooking a meal.

As a member of the Little League Hockey Association you would prefer
____ acting as a secretary-treasurer (writing minutes of the meeting).
____ selling tickets to the public in support of the League.
____ mending damaged equipment.

As a member of the Graduation Dance Committee you would like to
____ write out instructions and organize the order of speakers.
____ persuade fellow students and public figures to attend the dance.
____ decorate the hall, set the tables, and put name cards at each plate.

CALM 20 27

Preferences Test - Continued

As a physics student you would prefer to
____ work out scientific formulas.
____ share lab work with another student.
____ experiment with equipment yourself.

If you were asked to do something for your community, you would like to
____ record names of members and help with budgeting.
____ take a group of children to the zoo.
____ help build a new equipment shack.

When reading a newspaper you might
____ thoughtfully read over book reviews.
____ read accounts of events and look at photos in the lifestyles section of the newspaper.
____ go over the "do-it-yourself" page.

As a member of a drama class you might prefer to
____ write up a dramatic incident.
____ act out a dramatic episode.
____ build the stage scenery for use as the background.

If you had to choose an activity in auto mechanics, you would prefer to
____ read about the different car parts and how they work.
____ sell car parts, explaining why one is better than another.
____ actually get under the hood and repair cars when they do not work.

As a member of a biology field trip group you would prefer to
____ write about your findings.
____ tell others about the objects you have discovered.
____ dig for unusual specimens.

As a leisure activity you would prefer to
____ play chess, a card or board game, or some other game.
____ visit an old people's home or perhaps take them out to a tea or a show.
____ build car models or do handicrafts.

If you were asked to work in a church bazaar, you would prefer to
____ plan which games will be set up and organize money-making schemes.
____ work in a booth, perhaps telling fortunes, or acting as a tea-room host.
____ bake and decorate cakes or set up booths.

CALM 20 28

Section 1: Activity 7

Comments:

While this activity is a crude instrument, in most cases you can assume that there will be a general tendency to prefer working with people, data or things on the basis of which type of work receives the highest score. The larger the difference between the scores, the greater the preference indicated toward that type of work.

In some cases, there will be very little difference between two scores. In this case, the student could have an orientation toward two types of work. A few students may show very little difference among any of the types. This may mean the student would feel comfortable doing work involving any of the three types of orientation.

Directions for Scoring Preferences Test

1. How many times have you placed an "X" beside the first phrase? _____
(This is your data score.)

2. How many times have you placed an "X" beside the second phrase?_____
(This is your people score.)

3. How many times have you placed an "X" beside the third phrase?_____[1]
(This is your things score.)

Based on the scores above, what is your work preference?

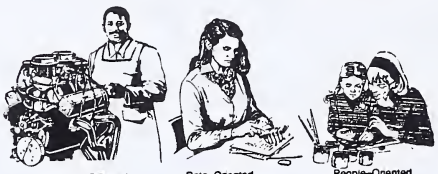
_____

How does this compare to what you felt your preference was before doing this exercise?

_____

_____

_____



Things–Oriented Occupation | Data–Oriented Occupation | People–Oriented Occupation

Some people-oriented occupations are physiotherapy, social work, teaching, counselling and supervisory work.

[1] From Career Workbook. Gerlad Cosgrove, 1973, Governing Council of the University of Toronto. Exercise 4 *Three Students in Your Future* pages 33 and 34. Reprinted with the permission of the Guidance Centre, University of Toronto, suppliers of guidance and counselling materials

People who enjoy working with things could enjoy occupations such as carpentry, plumbing, art, mechanics, and computer technology.

A few occupations that deal with data are accounting, data processing, mathematics, secretarial sciences, and research.

Experience

Experience can help you make career choices. If you take accounting in school and dislike it, you might not want to become an accountant. Comparing your likes and dislikes in school and in previous jobs to the duties of people in particular occupations can help you make career choices.

Activity 8

Do Part A if you have held a job. Do Part B if you have not held a job.

PART A

1. What was your most recent job?

_____

2. What did you like about your job? What other jobs would involve similar duties and working conditions?

_____
_____
_____
_____

3. What did you dislike about your job? What other jobs also involve these disliked conditions?

_____
_____
_____

End of Part A

PART B

1. Think of a friend's or a relative's job. You may use a parent's job. What is the job?

_____

2. What do you think you would like about the job? What other jobs would involve similar duties and working conditions?

_____
_____
_____
_____
_____
_____
_____
_____

3. What do you think you would dislike about the job? What other jobs would also involve these disliked conditions?

_____
_____
_____
_____
_____
_____
_____
_____

End of Part B

Section 1: Activity 8

Comments:

Look for specific duties the student did not like.

A student might not like the work atmosphere of an occupation but should keep in mind that work atmospheres can vary a lot among specific places of employment.

A few students may enjoy the work, but dislike the environment. Such students might be tempted to rule out the occupation. You could encourage these students to check with employees in different places of employment to see how universal the disliked condition is. Both Parts A and B could be completed as small group projects followed by general discussion.

Temperament

Temperaments — Temperaments are inherited personality tendencies which are modified by your physical and social environment

Your **temperament** can influence your emotional responses and behaviour.

There are a number of theories about temperament. Several of them divide individuals into one of four types, or a combination of types. The chart that follows is based on one of the temperaments theories.

Knowing your tendencies can help you make occupational and leisure choices by helping you see your personality strengths.

Temperament Chart

Choleric	*Melancholic*
determined likes to be independent gets a lot of things done makes decisions easily a leader active wants to go places in life believes in own abilities hard worker looks on bright side confident practical	loves beauty sacrifices for causes or others likes things to be perfect faithful dependable sensitive to others' feelings loyal creative a deep thinker works long hours talented
Phlegmatic	*Sanguine*
calm quiet easy-going dependable diplomatic efficient organized slow to anger happy positive kind works well under pressure	friendly outgoing talkative enthusiastic a fun person story-teller shows emotion loves action and life positive believes in abilities makes friends easily carefree

Note: These are traits that are often, but not always, associated with these temperaments

CALM 20 32

Section 1: Temperament

Comments:

You may know of a list of the weaknesses of each temperament type. Some students are very threatened by the list of weaknesses. For that reason, the weaknesses of the temperaments must be presented with a **great deal** of sensitivity. The safest bet is to **not** bring a list of the weaknesses into the classroom.

This section can be used to help students consider more career areas they may wish to enter. It should not be used to show students why they must not enter a certain occupation, since people of all temperament types are found in all occupational areas. Students can use the information they learn about their temperaments when making decisions about leisure activities they may wish to pursue.

The following chart describes some of the occupations that individuals with tendencies toward one of the four temperaments may feel comfortable in. If you think you have tendencies from more than one category, you should look at the types of work/occupations listed under those other categories.

You might be able to use the information in this chart to find an interesting occupation or leisure activity that you had not thought of before.

Occupations-Temperament Chart

Choleric	*Melancholics*
Cholerics tend to have drive and determination. These traits help people to become successful small business owners, supervisors, military leaders, athletes, and managers. Cholerics tend to make decisions easily. This is valuable to people such as police constables who are in occupations requiring fast decision-making. Cholerics tend to be good at developing long-range plans. This quality is needed in all leadership positions. Organizers, politicians and managers would benefit from having such a trait. Some cholerics like practical things. This means some cholerics enjoy occupations that involve a skill or trade. Any occupation requiring strong leadership skills, drive and the ability to reach specific goals could be of interest to a choleric. These occupations would complement the strengths of cholerics.	Melancholics tend to be perfectionists. This means they like to do things almost perfectly. Some occupations require an almost perfect mastery of a skill. A desire for perfection can be helpful to artists, musicians, inventors, architects, engineers, authors, finishing carpenters, autobody repairpersons and bricklayers. Some melancholics can critically study and judge work. Scientists, teachers, and engineers need the ability to evaluate. In general, occupations requiring accurate work, creativity or critical evaluation could suit melancholics. Such occupations would emphasize the strengths of melancholic individuals.

CALM 20 33

Occupations-Temperament Chart - Continued

Phlegmatic	*Sanguines*
Phlegmatics tend to be patient and calm. This helps them adapt easily to occupations requiring patience and interaction with people. Some phlegmatics are good at detailed work because they have the patience to check details in projects they attempt. This ability is important in the work of accountants, mathematicians, technicians, engineers, and draftspeople. Patience and having a long temper fuse are important when working with people. A phlegmatic would tend to be a good teacher, supervisor, counsellor or manager. Some phlegmatics are good with their hands. Manual skills are necessary in the areas of mechanics, carpentry, and repairs.	Sanguines tend to be friendly and outgoing. Those traits are needed by people in the helping professions or in any area that involves a great deal of interaction with people. Salespeople, entertainers, politicians and ministers must deal with the public. It is easier to feel comfortable in these occupations if you are outgoing.

ASSIGNMENT

Complete Questions 2 and 3 in your Assignment Booklet for Module 4 now

Follow-up Activities

If you had difficulty understanding the concepts in this section, you should do the Extra Help. If a topic in this section was interesting, you may want to do some of the Enrichment Activities.

Extra Help: Abilities

The following chart can help you determine abilities you have. Circle any leisure/hobby activities listed in which you take part. Put a star beside any activities in which you do better than many other people.

Then look at the Ability column to note the main ability being used in this leisure activity. Being skilled in a leisure activity listed could be an indication of the general ability listed opposite that leisure activity/hobby.

If you wish to develop a particular ability, developing one of the leisure activities listed in the chart may help you increase your skill.

Ability	Leisure Activities/Hobbies
V— Verbal Reasoning. This is your ability to understand the meaning of words and ideas. People with high verbal reasoning use a wide variety of words correctly.	operating amateur radio, reading, speaking a foreign language, public speaking, belonging to speech or debating clubs
N— Numerical Ability. This is the ability to do things such as adding, subtracting, multiplying and dividing. High numerical ability is shown by doing math rapidly and accurately.	balancing cheque book, acting as a treasurer for a club or volunteer organization, operating a concession stand for a volunteer organization
S— Spatial Relations. This is the ability to picture how things drawn on paper will look when they are put together.	sketching, drawing, designing own clothes or furniture, carpentry, sewing clothes, building models, painting artistically
P— Form Perception. This is the ability to see detail in pictures. It is also the ability to see differences in the width of lines.	sketching, drawing, painting artistically, doing photography
Q— Clerical Perception. This is the ability to find errors in lists of words or numbers.	balancing cheque books, acting as a secretary/treasurer for a club, proof-reading typed letters

Ability	Leisure Activities/Hobbies
K— Motor Coordination. This is the ability to use your eyes to tell you how to move your hands and fingers rapidly and accurately. People who have high motor coordination are good at video games.	playing team sports such as hockey and football, playing sports such as ping-pong
F— Finger Dexterity. This is the ability to move your fingers rapidly and accurately. High finger dexterity is needed to type rapidly.	typing letters, playing video games
M— Manual Dexterity. This is the ability to manipulate, turn, and hold things and tools in your hands.	fixing appliances, fishing, hunting, repairing autos, sketching or drawing, doing carpentry
E— Eye-Hand-Foot Coordination. This is the ability to move your feet and body as your eyes tell you to. It is needed to hit a ball with a bat.	playing team sports such as hockey or soccer, playing sports such as tennis and golf, playing a musical instrument, carpentry, sewing, repairing autos
C— Colour Perception. This is the ability to see slight differences in colour and shades of colour.	sketching, drawing, practising photography, sewing
O1— Mechanical Reasoning. This is the ability to understand how moving parts, pulleys, or machines work.	fixing appliances, repairing autos, doing carpentry
O2— Creative Imagination. This is the ability to think of unique or different things. It is the ability, for example, to think of many uses for a shoe box. It is also the ability to think of an ending to a story.	programming computers, dancing, playing a musical instrument, composing music, story writing, story telling, painting or drawing, designing own clothes, creative sewing

You may want to discuss this activity with a friend, relative, counsellor or somebody who knows you fairly well. Such a person may see areas of ability you did not pick out.

Section 1: Follow-up Activities

Extra Help: Abilities

Comments:

Students may be encouraged to complete this Extra Help activity in conjunction with Activity 5 of this section.

This activity helps students to develop a holistic perspective of their abilities by applying their abilities to leisure activities.

Enrichment: Personality Types

A vocational researcher named John Holland grouped people into one of six different personality types. You may find his personality types helpful in making career decisions. His personality types are described in the chart that follows.

Personality Type	Description
Social	— tend to be cheerful, successful, outgoing, popular — like other people and meet other people's needs — tend to like to be the centre of attention — may dislike physical work or working with machines
Investigative	— tend not to be interested in people — seem to prefer working with things — may enjoy solving abstract problems in science or math — tend to enjoy challenges — often do not like rules — fairly creative and original
Enterprising	— enjoy the competition people offer — tend to like leadership or selling people things or ideas — often have good debating skills — persuasive
Realistic	— often physically strong and coordinated — may have difficulty expressing their feelings — tend to enjoy taking things apart to see how they work — enjoy working and creating things with their hands — often like working outdoors
Conventional	— tend to be stable, self-controlled and dependable — prefer not to be the centre of attention — often enjoy working in a large organization — usually prefer to know exactly what is expected of them — tend to like working with numbers or with written words
Artistic	— tend to have a need for self-expression — see things more intensely than others — may prefer indirect personal relationships — often have art or music-related hobbies

Note: These are the characteristics that are often, but not always, associated with these personality types. Not all individuals with a given personality type will have all of the traits listed.

CALM 20 37

Enrichment: Personality Types

Comments:

Holland's personality types should be used to help students think of additional occupations they may feel comfortable in.

The personality types should not be used to discourage students from entering a specific career area, since people of all personality types can be found in all occupations.

Students should not be labelled according to a personality type as this may cause students to set narrow restrictions on occupational choices.

Most people are a combination of two or more of the personality types. That means they have some of the characteristics of two or more of the personality types.

1. Which two personality types do you think you are most like?

_____

_____

2. In what ways are you like those personality types?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

CALM 20 38

Some interest inventories, such as the Strong-Campbell Interest Inventory, use the Holland personality types. If students take an interest inventory using the Holland personality types, it could prove interesting to see how closely the students' perceptions of themselves match the way the interest inventory rates them.

Teacher-Assessed Assignments

CALM 20: Module 4 3 Assignment Booklet

30

?1

Section 1: Career Planning

Applying Definitions: Assignment

Mitch is an unemployed electrician. He is working as a night gas station attendant for Petro-Canada.[1] He has three children. Mitch restores antique furniture on the weekends. He looks for another job and babysits his children during the day.

a. What is Mitch's occupation?

b. What is Mitch's job?

c. What are some elements of Mitch's career?

Section 1: Question 1

Answers:

a. *Mitch's chosen occupation is an electrician.*

b. *Mitch's job is a night gas station attendant for Petro-Canada.*

c. *Mitch's career includes all of the following: job hunting, being a parent, babysitting, working at a gas station, restoring antique furniture and being an unemployed electrician.*

Comments:

Students should be cautioned to remember that a career is made up of all of the lifestyle choices they make.

CALM 20: Module 4 6 Assignment Booklet

?2

Section 1: Career Planning

Summary of Self-Discovery Activities: Assignment

a. Review Section 1: Activity 4. List your top three values.

b. Review Section 1: Activity 5. List what you think are your top three abilities.

c. Review Section 1: Activity 7. List what you believe is your area of strongest preference.

Section 1: Question 2

Comments:

You may wish to record a student's self-assessed values, abilities, and data/people/things preferences for use at a later time, in conjunction with an interest inventory test or other guidance tests.

Such information may be an asset in helping you guide each student through this module in as personal a way as possible.

CALM 20: Module 4 8 Assignment Booklet

?3

Section 1: Career Planning

Application of Career Planning Concepts: Assignment

The career cases that follow are intended to give you an idea of why career planning is important. They are also intended to show how occupations influence lifestyles.

Read the cases. Try to answer the questions as well as you can. There are no right or wrong answers. You will be evaluated on how well you support your ideas and how much thought and effort you put into your answer.

Record your answers in the space provided on the response pages that follow.

a. *Jill is a grade 12 student. She really values socializing with friends and family. She parties on the weekends and spends evenings with her family. Jill is thinking of applying to become a security guard at the Provincial Legislature. Her job would require her to work rotating shifts and some weekends.*

Will Jill be satisfied if she gets the job? Explain.

b. *Jack is training to become a hairstylist. Jack has always dreamed of owning a ranch and being a Fish and Wildlife officer. He decided to become a hairstylist because he heard that it is hard to become a Fish and Wildlife officer.*

(1) What are a few differences between the working environment and working conditions of a Fish and Wildlife officer and a hairstylist?

(2) How might Jack's dream affect his job satisfaction as a hairstylist?

Section 1: Question 3

Answers:

Case Study: Jill

a. *Jill would probably find her job would conflict a lot with the activities she values. Security guards often work evening and weekend shifts. She could find that work would prevent her from spending as much time at home with friends and family. Chances are good that she may be dissatisfied.*

Answers that disagree with this should be accepted if students are able to support their answers.

Case Study: Jack

b. (1) *There are a number of differences between the working environment and working conditions of a hairstylist and a Fish and Wildlife officer. A hairstylist works inside, while a Fish and Wildlife officer works outside much of the time. A Fish and Wildlife officer might be required to do field work, travel and live away from home for periods of time. Their inside work might involve sitting and producing reports. Hairstylists must stand on their feet for long periods of the day. Many hairstylists work evening or weekend shifts.*

(2) *We do not know for sure whether Jack would or would not enjoy being a hairstylist. On the surface, it would seem that wildlife work and the work of a hairstylist are very different. On that basis, he may not enjoy being a hairstylist.*

Any well-supported answer should be accepted.

CALM 20: Module 4 10 Assignment Booklet

?3

Application of Career Planning Concepts: Assignment (continued)

c. *Dick wants to become a veterinarian. He has excellent English skills. An aptitude test he took indicates he has low a math aptitude. Dick has never done very well in math at school, yet the training needed to become a veterinarian requires good math skills. His guidance counsellor suggested veterinary assistant's work as an option because the training for that requires less math. Dick has decided to try to become a veterinarian.*

What could happen to Dick's plans to reach his goal?

d. *Sally is a perfectionist. She likes to do everything almost perfectly. She spends hours on her school assignments to be sure they are letter perfect. A manufacturing plant in the area has a job opening. She would work on a fast-paced assembly line. Sally is excited because the summer job pays $8.25/hour.*

How successful will Sally be? Why?

e. *Parkland is a town of 1900 people. It is in rural Alberta. Both Mark and Wes live in Parkland. Mark works as an R.N.A. (Registered Nursing Assistant) at Parkland Hospital. He is on a permanent night shift. He starts work at 11 p.m. and finishes at 7 a.m. Wes is a salesperson in Parkland Men's Shop. He works from 10 a.m. to 6 p.m.*

(1) Compare the times you think Mark and Wes would go to bed and get up. Be sure to allow each of them eight hours of sleep.

(2) When would they be able to participate in recreational and social activities? Compare the times.

Case Study: Dick

c. *It is unlikely Dick would be able to handle the preveterinary courses, such as calculus, chemistry and physics. It is possible, but not likely, that a very determined effort on his part would allow him to overcome his low math aptitude. Although one must guard against being easily discouraged, one must also be realistic concerning abilities when making vocational choices.*

Case Study: Sally

d. *The job requires fast-paced work. Sally may be successful if she is able to get used to the idea of doing quick work. However, she may find the work very frustrating because it does not emphasize values important to her.*

Any student answer that is well-supported should be accepted.

Case Study: Mark and Wes

e. (1) *Mark will probably sleep during the late morning and afternoon. Wes will sleep during night hours.*

(2) *Mark could participate in recreational activities in the morning and then sleep later into the evening. Both Mark and Wes could socialize in the early evening.*

Any reasonable answers should be accepted.

Section 2 - Career Research

Introduction

This section introduces students to common printed sources of occupational and career information and teaches students how to make use of these sources in researching potential occupational choices. Students should have access to several of the information sources suggested in the section, or alternate sources. If possible, one or two copies of the *Canadian Classification and Dictionary of Occupations* should be available for student use.

The section also helps students explore the options of job shadowing and/or interviewing job incumbents to gather vocational information.

Students are encouraged to consider how their planning of a high school program and their learning and social preferences may impact on vocational choice.

Key Concepts

- Several sources of vocational information available in public libraries, counsellors' offices, or through government departments can be valuable in researching occupations.
- The *Canadian Classification and Dictionary of Occupations* contains valuable vocational information.
- Speaking to persons working in an occupation can provide information about the advantages and disadvantages of a specific vocation.
- Different occupations involve different degrees of working with other people. One should choose an occupation which involves the degree of social interaction with which one feels comfortable.
- Some people enjoy hands-on, practical training for an occupation. Some people enjoy more theoretical training. One should consider the type of training involved in preparation for an occupation when making vocational choices.
- One's high school program must be carefully planned to allow for desired post-secondary training.

Section Objectives

Students will be able to

- locate suitable sources of vocational information and understand how to use them
- compare their individual abilities, interests and values to requirements for various occupations
- develop skill in completing vocational research
- make tentative plans for further career investigation and preparation

Student-Assessed Activities: Answers and Comments Concerning Activity Use

Note: It is expected that learning facilitators will have read comments to students concerning the Activities. These comments are found in the Appendix to the Module Booklet.

Module 4 — Section 2: Career Research

- Students' Finance Board — This board helps people locate money for schooling. They print booklets that describe the following:
  - — the types of assistance available
  - — requirements you must meet to get help
  - — how to apply for aid

You can write to the S.F.B. for information at this address:

Students' Finance Board
11th Floor, Baker Center
10025 - 106 Street
Edmonton, Alberta
T5J 1G7

Activity 1

List any one occupation about which you would like to learn more.

Phone the Alberta Career Information Hotline — 422-4266 or Zenith 22140. If you live outside Alberta, you will need to phone 403-422-4266.

Ask for information about the occupation you listed

See the Appendix for guidance or additional information concerning this Activity.

CALM 20 — 48

Section 2: Activity 1

Comments:

Students may choose any occupation in which they have an interest. Since Activity 6 requires students to research three different occupations, you may wish to have students ask for information on three different occupations when they phone the Career Information Hotline.

The main value of this activity is having students find occupational information. The school library may have information that is as good as what the Career Information Hotline would send. The value of this activity is making students familiar with using some of the services they will need to use when they make career decisions after leaving high school.

You may wish to start a set of files of occupational information for your classroom. You could ask students to give you the occupational profiles when they are finished using them. You may wish to keep well-written occupational reports for those files too.

It's About Time to Start Thinking About Your Future

This magazine is published by Alberta Career Development and Employment. A list of some of the information included in the magazine follows.

- descriptions of schools in Alberta that offer programs which continue beyond high school
- lists of occupations related to high school subject areas
- general information on costs, registration and financing
- charts showing training programs, the length of post-secondary programs, and the schools offering the programs

This magazine is available to students in Alberta.

Activity 2

You may have access to the magazine *It's About Time to Start Thinking About Your Future*. Use it to complete the following activities. If you do not have a personal copy of the magazine, check your school or public library or guidance counsellor's office for a copy.

1. Write a short paragraph about one of the post-secondary (beyond high school) institutions described in the magazine. You may want to choose an institution you are interested in attending.

   _____

   _____

   _____

   _____

2. The magazine has several pages of charts showing what programs are offered at Alberta institutions. Choose one of the occupations. You may want to choose an occupation in which you are interested. List that occupation below.

   _____

3. List at least one institution where you could take the needed training or education.

   _____

4. How long does the training or education take?

   _____

See the Appendix for guidance or additional information concerning this Activity.

Section 2: Activity 2

Comments:

You may wish to check students' understanding of how to research training information using the magazine *It's About Time to Start Thinking About Your Future*.

Job Futures: An Occupational Outlook

This book is compiled by Employment and Immigration Canada. Not all occupations are covered in this book. The data changes rapidly, so be sure to get a recent copy.

Section 1 covers fields of study in colleges and universities. You can see what graduates are doing two years after leaving school and how many people are able to do what they trained for. It also shows the related occupations that people often go into if a job in their field of training is not available.

Section 2 deals with job demand. You learn how secure and steady employment is in an occupation. Also listed are factors that could influence the number of people needed in an area.

Activity 3

Contact your school library, your school guidance counsellor or your local public library. Ask to see a copy of the book *Job Futures: An Occupational Outlook*.

1. Choose an occupation listed in the book about which you would like to learn more. List the occupation in the space provided below.

   _____

2. At what rate is the occupation expected to grow?

   _____

3. The rate the occupation is expected to grow is important. It gives you an idea of how many people will be needed in the future.

   Summarize, in your own words, what is said about the job prospects.

   _____

   _____

   _____

   _____

   _____

Check the Appendix for guidance or additional information concerning this Activity.

Section 2: Activity 3

Comments:

You may wish to check the students' ability to use the resource *Job Futures* as a source of future job outlook information in various vocational fields.

Module 4 — Section 2: Career Research

Activity 4

Locate a CCDO reference manual at your public or school library or your guidance counsellor's office.

Choose an occupation listed in the CCDO. You may want to choose an occupation in which you have an interest. Complete the charts that follow:

Occupation: ..... DPT Rating .....
Main involvement with data (1st digit): .....
Main involvement with people (2nd digit): .....
Main involvement with things (3rd digit): .....

Based on the results of the Data-People-Things evaluation you completed in Activity 8 of Section 1, do you think you would enjoy this occupation? Explain.

_____

_____

Occupation: ..... PA Rating: .....
The main physical activities are .....
.....

How would you feel about doing the physical activities required?

_____

_____

Occupation: ..... EC Rating: .....
The environmental conditions are .....
.....

Are the environmental conditions ones you see yourself being comfortable with? Explain.

_____

_____

_____

Check your answers with your learning facilitator, guidance counsellor or librarian if you have any questions.

CALM 20 — 54

Module 4 — Section 2: Career Research

Specific Vocational Preparation (SVP)

1 — Short Demonstration Only
2 — Anything beyond short demonstration up to and including 30 days
3 — Over 30 days up to and including 3 months
4 — Over 3 months up to and including 6 months
5 — Over 6 months up to and including 1 year
6 — Over 1 year up to and including 2 years
7 — Over 2 years up to and including 4 years
8 — Over 4 years up to and including 10 years
9 — Over 10 years

Activity 5

Complete the chart that follows for the occupation you began to research in Activity 4 of this section.

Occupation: ..... GED Rating: ..... SVP Rating: .....
Education level needed to begin training: .....
Time needed in training to enter occupation: .....

Would you say you feel comfortable with the level of training or education required for this occupation? Explain.

_____

_____

_____

_____

_____

_____

_____

_____

You can check your answer with your learning facilitator, guidance counsellor or librarian if you have any questions.

CALM 20 — 56

Section 2: Activities 4 & 5

Comments:

Some students might not understand how to use the CCDO information. It might help to give the students a new case study exercise where they must interpret the information in a CCDO listing. Another approach would be to have the students work in groups. After they have gone through the exercises, each group could give a short presentation on the occupation they researched. The group approach would allow you to check how well students can use this information source.

Looking at Occupations

Activity 6

Choose any three occupations that are of interest to you. You can choose occupations that just sound interesting if you are not definite about what type of work you would like to do.

Do some research in a library on the duties performed and the skills required in each occupation. If you are having difficulty finding information on an occupation, be sure to ask your guidance counsellor or librarian for help. Adult students may phone the Career Information Hotline for occupational information.

Record information you find in the appropriate spaces in the next several pages.

An example of such research has been completed for you on the next page so that you will better understand the type of analysis required in this activity.

Research Fact Sheet

1. Name of occupation: _____
2. Duties of occupation: _____
3. This occupation interests me because _____
4. Look over your abilities on the self-rating scales you completed in Section 1, Activity 5. Which of your top abilities will you use? How will you use them in this occupation?

   This occupation is something I am able to do because _____
5. Look over your top values as summarized in Section 1, Activity 4. Explain how your top values could be met by the occupation you have just researched.

   This occupation fits my values because _____

Section 2: Activity 6

Comments:

For each of the three research fact sheets:

1. Look for the name of a specific occupation. An answer such as "oil-field worker" is not adequate. The student should be able to identify a specific oil-field occupation.

2. The duties listed should be fairly specific. An answer such as "Teachers instruct students" is not adequate. The student would need to identify a number of specific tasks that teachers perform in order to instruct students.

3. Students might indicate that they like a few of the duties of the occupation. A few students might indicate that they are interested in the financial rewards of an occupation. If a student gives pay as a reason, it would be a good idea to ask if he or she enjoys the duties. This could encourage the student to look at factors other than pay.

4. Check to see if the list students give of their top abilities corresponds with the abilities needed in the occupation. Charts in Section 1 of Module 4 could be of help in determining the abilities needed in some occupational groups.

5. Check to see if the occupation the student is interested in would allow the student to satisfy the values they listed in Section 1, Activity 4 of this module. A student might value wealth and be interested in an occupation such as day care, where the pay is very low. In such cases, it might be helpful to ask if the student would feel content in the occupation, because the pay rates tend to be fairly low. Such a question could help get the student thinking.

Further Self-Analysis

Since you have now researched several occupations, further self-analysis may be helpful. It is valuable to learn how occupational fields relate to your learning and social preferences and your personal high school diploma program.

Careers and Learning Preferences

Activity 7

What do you like to learn about? Circle the point on the line below that seems to be most like you.

Learning Preference

Practical _____ Theoretical

1 2 3 4 5 6 7 8 9 10

Practical Learners	Theoretical Learners
— like working with hands — like straightforward ideas — like practical learning — look for ways to use what they have learned	— like thinking things through — like complex ideas — like theory and philosophy — look for principles behind what they see

Think of the occupation on which you did your major research project in Question 4 of the Assignment Booklet.

1. Is the training required to enter the occupation practical or theoretical? Explain.

_____

_____

_____

2. Explain whether you feel you would enjoy this kind of training.

_____

_____

_____

Section 2: Activity 7

Comments:

1. The student's answer should sound reasonable. For example, a student may feel that the training needed to become a dentist would be practical. That is only partially correct. Pre-dental training would be quite theoretical.

2. Students who do not appear to enjoy the kind of training necessary for an occupation in which they are interested need to do further self-evaluation.

   You could ask the student if he or she thinks the program of studies would be enjoyable. (A university or college calendar can provide descriptions of courses, so students will know what they must learn). Students could be asked if they think they would have enough drive to finish a program they were not enjoying.

Your career is made up of many different activities. What you enjoy learning about influences the kinds of things you enjoy doing. A person who likes learning about practical things might enjoy carpentry as a hobby. Somebody who enjoys learning about theoretical things might enjoy being a member of a debating team.

To get into some occupations, you must learn things that are not practical and that have no immediate use. Somebody who likes hands-on learning might not enjoy that kind of theoretical training. If you enjoy learning about things you can use right away, it might seem like you have to force yourself to study things that are not practical. It is possible for people to do well in school when they do not enjoy what they must learn, but it requires a lot of determination.

Careers and Social Preferences

Activity 8

Circle the point on the line below that seems to be most like you.

Social Preference

Introvert _____ Extrovert

1 2 3 4 5 6 7 8 9 10

Introvert Preferences	Extrovert Preferences
— like to be with people they know or to be alone	— most comfortable with people
— do not express thoughts or feelings often	— express thoughts and feelings often
— like to dream, plan and imagine	— like doing things with people
— like to think a lot	— like being centre of attention
	— spend a lot of time with others

Everybody is introverted in some situations. Even very extroverted people feel shy in some social situations. People with introvert tendencies merely feel shy in more situations than extroverted people.

Most people are ambiverts. They have both introvert and extrovert tendencies. Ambiverts can feel comfortable doing both solitary and social activities.

No one social preference behaviour is better than any other. All three groups have valuable job skills. Employees who can work alone, with little supervision, are valuable. The ability to get along with others and work well with others is important, too. People who can work well alone or with others have a lot going for them.

You can be successful in an occupation or activity no matter what social preference category you fit into much of the time. However, social preferences do influence career decisions. A person who feels at ease alone might enjoy nature photography as a hobby and may enjoy an occupation like security guard. A social extrovert may enjoy partying during leisure time and may enjoy an occupation like salesperson.

It is important to feel comfortable in an occupation or a job. You should try to make career choices that take your social preferences into account. You are more apt to stack with activities and occupations you feel comfortable with.

Think about the occupation for which you did your major research project in Question 4 of the Assignment Booklet. On the basis of the social preference rating you gave yourself, do you think you would feel comfortable in this occupation? Is the social level of the occupation one which you believe suits you?

_____

_____

_____

Evaluating Your High School Program

High school program planning is important. It is possible to choose a program or courses that will rule out certain occupations, unless you are willing to upgrade before taking more schooling. The best bet is to plan a program that will let you go into the widest variety of occupations your abilities will allow.

Alberta is are presently in a period of transition in high school programming. For this reason, we have included requirements for diploma completion for students entering Grade 10

- before 1988-89
- in the 1988-89 school year
- in the 1989-90 school year
- in the 1990-91 school year

You may use this information to help plan the program you will need for future occupational training.

Section 2: Activity 8

Comments:

Some students are very shy. Such students might not feel very comfortable in a job that demands a lot of social interaction. That does not mean they cannot do a good job in that area of work. Students should not be directed in or out of occupations on the basis of social preferences alone. It is only one tool for the student to use in making a vocational decision.

Activity 9

Review the major occupational research project you did in Question 4 in your Assignment Booklet.

What program and courses would you need to take in high school to enter this occupation?

_____

_____

_____

_____

Check with your learning facilitator or guidance counsellor if you are unsure of the answer to this Activity.

Personal Career Plan

You have now completed a major occupational research project. At this stage, you could do some planning, based on the results of your research.

Activity 10

Think about the occupation on which you did the major research project in Question 4 of the Assignment Booklet.

Do you think you would feel comfortable in this occupation? Would you like to enter this occupation? Would you prefer to delay making a decision until you find an occupation with which you are more comfortable? Explain.

_____

_____

_____

_____

_____

_____

_____

_____

Section 2: Activity 9

Comments:

Check the student's planned high school program. Check to see if the program they are taking will allow them to enter the area they state they want to pursue. It is not unusual for students to indicate they need to take a university program to enter a desired vocation when they are in the general diploma route. In cases like this, it is valuable to point out that the student will need to take additional courses, so he or she can meet the requirements of an advanced diploma.

Module 4 Section 2: Career Research

Activity 9

Review the major occupational research project you did in Question 4 in your Assignment Booklet.

What program and courses would you need to take in high school to enter this occupation?

_____

_____

_____

_____

Check with your learning facilitator or guidance counsellor if you are unsure of the answer to this Activity.

Personal Career Plan

You have now completed a major occupational research project. At this stage, you could do some planning, based on the results of your research.

Activity 10

Think about the occupation on which you did the major research project in Question 4 of the Assignment Booklet.

Do you think you would feel comfortable in this occupation? Would you like to enter this occupation? Would you prefer to delay making a decision until you find an occupation with which you are more comfortable? Explain.

_____

_____

_____

_____

_____

_____

_____

_____

CALM 20 72

Module 4 Section 2: Career Research

Complete **Part A**, if you would like to enter the occupation you researched.

Complete **Part B**, if you would like to delay making a decision until you find an occupation with which you feel more comfortable.

PART A

This is my personal career plan. This plan may be evaluated and changed from time-to-time. This is my current plan and I know that I am not required to follow it, unchanged, forever.

The things I must do to enter this occupation, such as obtaining the needed training or education are

_____

_____

_____

_____

_____

Now break each task you listed above into three smaller steps. List those steps.

_____

_____

_____

_____

_____

_____

_____

_____

When you have finished both lists, review them with your guidance counsellor. The guidance counsellor can help you decide how to reach each goal.

End of Part A

CALM 20 73

Section 2: Activity 10

PART A

Comments:

The student should list a number of steps that must be completed before he or she can enter the occupation. Many students will probably need help breaking the tasks they list into smaller tasks.

For example, a student who wants to take the training required to become a registered nurse would need to complete a number of steps:

- taking the correct high school program and the needed high school courses
- locating sources of financial information
- evaluating nursing programs
- obtaining needed finances
- applying to an institution that offers a registered nursing program

Each of the tasks above can be divided into smaller parts. The third task, evaluating nursing programs would require the student to

- determine all of the nursing programs available
- write each institution that offers a nursing program asking for information on the program
- study the material each institution sends
- ask somebody in the profession to look over the materials and to help evaluate each program

Students would probably find this exercise more beneficial if a case study were discussed in class or if a case study were used in a brainstorming session.

PART B

Circle the description below that best states how you feel about occupational decisions.

1. "I don't think I know enough about this occupation or any occupation to make a decision."
2. "I'm a little scared to make a decision, because I might make a mistake. If I make a bad decision, it might mess up my life."
3. "I just don't know where to turn. I flit from one occupation that sounds interesting to another, without being able to make a choice."
4. "I just don't know what I want to do, and I'm embarrassed to tell anybody that I still don't know what I want to do when I grow up."
5. "I need to stew away a little longer. I really don't know enough about myself to feel like I can make a good decision."

Do not worry if you do not feel comfortable with the occupation you researched. Your work was not pointless. You now know a few things you do not want in an occupation. You may have a clearer idea of what you would like in an occupation.

Do you feel like you are drowning?

Your feelings are not unusual. It is possible you feel a little confused, because you may have learned so much about yourself you do not know what to do with all of the information.

If you do not feel comfortable with the occupation you researched, it may be a good idea to do more self-analysis, to research other occupations, and to talk to your guidance counsellor after completing the career planning outline on the following page.

The answers to the questions below that apply most to me, I will complete. These answers are my personal career plan. This plan may be evaluated and changed from time-to-time.

This is my current plan and I know that I am not required to follow it, unchanged, forever.

1. I think I should learn more about other occupations before making a decision. I would like to learn more about

   _____

2. a. A few sources of information on these occupations are

   _____

   b. The things I must do to obtain the needed information and the dates by which I will finish each step are

   _____

   _____

   _____

   _____

3. a. A few people I could interview about the occupations are

   _____

   b. The things I must do to obtain the interviews, and the dates by which I will finish each step are

   _____

4. I would like to know more about making decisions before making a firm decision. I can learn more about making decisions by

   _____

   _____

5. a. I am scared I might make a bad choice. I would like to talk about what I have learned about myself and my feelings with

   _____

   b. I would feel better if I talked to a person who does career counselling. A person who does career counselling I could turn to is

   _____

   c. I will make an appointment with a person who does career counselling for this date

   _____

Review your plan with your guidance counsellor.

End of Part B

Section 2: Activity 10

PART B

Comments:

Students need not answer all of these questions. Many students will probably only need to answer a few of the questions. You may want to encourage students to set deadlines for when they will complete portions of their plan. This will encourage them to follow through on their plans.

Follow-up Activities

If you need to sharpen your interviewing skills in order to improve the quality of information secured in vocational interviews, you may complete the Extra Help which follows.

If you wish to learn how to job shadow in order to secure vocational information, utilize the Enrichment.

Extra Help: Using Interviews for Occupational Research

Interviewing people working in an occupation can be an extremely valuable method of securing vocational information. You can find out information about the occupation's advantages and disadvantages which may not be available in written reference sources.

After obtaining permission to interview someone, there are certain preparations you should make for the interview. You should prepare a list of questions you expect to ask the person. In fact, you may supply the person with a list of these questions a day or so before you expect to interview him or her, so (s)he will have an opportunity to think about answers.

Try to concentrate on questions about the duties, advantages and disadvantages of the occupation rather than information that can be readily obtained from printed references, such as information about salary. If you do ask about salary levels, ask in general terms. Never ask what salary the person you are interviewing makes; this is considered rude in our society.

You should always be on time for your appointment and should be conscious of the fact that the person may be a busy worker and able to spare you only a limited period of time for your interview. Try to set the time of the interview during the least busy time of the day.

If you interview a rushed or a very shy person, the information you get might not be very complete. The result may be that you are not able to get a good idea of what a job is like. One way of getting a more accurate picture of what a person does is to have the person describe the work activities in more detail. You can do that by asking what is done the first thing in the morning. Then ask how long that takes. Continue this line of questioning until you get through the entire day.

Once you have gotten a description of the entire day, ask how this is different from what the person was doing a month ago, six months ago and a year ago. Ask how the day may be different six months, a year or five years from now. That will help give you an idea of how technological changes may affect the job.

You may wish to interview more than one person in an occupation. This will verify information you were given, and make sure that answers you are given concerning working conditions, advantages and disadvantages of the job are not due to the personal circumstances or biases of one worker.

Be certain to thank the person for allowing you to interview him or her. Sending a thank-you card to follow up the interview is also a thoughtful idea.

Enrichment: Job Shadowing

Job Shadowing — following and observing a person at work and recording his or her daily activities

Job shadowing is a good way to learn about an occupation. You can learn a lot about the actual duties of an occupation by observing somebody at work.

Job shadowing can be useful when you investigate hobbies, too. The procedure can be used to learn about leisure activities.

Get permission before job shadowing. Some occupations are dangerous. People in dangerous jobs may not be able to be responsible for your safety.

Record what you observe before you forget it. Take note of what the person does and about how long the worker spends doing it. Think about the activities the person is doing. Ask yourself if you think you would enjoy doing those activities and if you could do the activities.

After the shadowing, record your feelings and comments about the activities that were done. This will help give you an idea of how well you like each aspect of the job.

It is important to stay out of the way and not to disturb anybody. You may wish to interview somebody in the occupation, but do not talk to people while they work. You will not be very welcome if you keep people from meeting their deadlines. Try to arrange a short interview with the person you shadow at a later date or later in the day.

During the interview, you can ask the person if the day you watched him or her was a typical day. You should check to see if (s)he was doing those sorts of things most of the time six months or a year ago. You can also ask how (s)he thinks his or her working day and duties could be different five years from now. The answers to these questions can help you get an idea of how much the job has changed due to technology. It can help you determine how future changes may affect the industry.

The form that follows can be helpful to you when you are job shadowing.

Section 2: Follow-up Activities

Extra Help: Using Interviews for Occupational Research

Comments:

If students are planning to conduct occupational interviews, the comments about interviewing may be useful.

Role-playing an interview situation with a group of students may help identify and illustrate important interviewing skills and reduce nervousness on the part of students planning to complete interviews.

See Teacher-Assessed Assignments, Section 2: Question 4 for further comments about interviewing skills.

You may wish to interview more than one person in an occupation. This will verify information you were given, and make sure that answers you are given concerning working conditions, advantages and disadvantages of the job are not due to the personal circumstances or biases of one worker.

Be certain to thank the person for allowing you to interview him or her. Sending a thank-you card to follow up the interview is also a thoughtful idea.

Enrichment: Job Shadowing

Job Shadowing — following and observing a person at work and recording his or her daily activities

Job shadowing is a good way to learn about an occupation. You can learn a lot about the actual duties of an occupation by observing somebody at work.

Job shadowing can be useful when you investigate hobbies, too. The procedure can be used to learn about leisure activities.

Get permission before job shadowing. Some occupations are dangerous. People in dangerous jobs may not be able to be responsible for your safety.

Record what you observe before you forget it. Take note of what the person does and about how long the worker spends doing it. Think about the activities the person is doing. Ask yourself if you think you would enjoy doing those activities and if you could do the activities.

After the shadowing, record your feelings and comments about the activities that were done. This will help give you an idea of how well you like each aspect of the job.

It is important to stay out of the way and not to disturb anybody. You may wish to interview somebody in the occupation, but do not talk to people while they work. You will not be very welcome if you keep people from meeting their deadlines. Try to arrange a short interview with the person you shadow at a later date or later in the day.

During the interview, you can ask the person if the day you watched him or her was a typical day. You should check to see if (s)he was doing those sorts of things most of the time six months or a year ago. You can also ask how (s)he thinks his or her working day and duties could be different five years from now. The answers to these questions can help you get an idea of how much the job has changed due to technology. It can help you determine how future changes may affect the industry.

The form that follows can be helpful to you when you are job shadowing.

Job Shadowing Information Form

Occupation: _____ Job Title: _____

Place of Employment: _____

Time Period	Activities Done	Main Activity of the Period	Comments
Hours 1 & 2			
Hours 3 & 4			
Hours 5 & 6			
Hours 7 & 8			
Hours 8 & 9			
Hours 10 & 11			
Hours 12 and Over			

Enrichment: Job Shadowing

Comments:

If a student job shadows, he or she might enjoy discussing what they gained with other students.

Teacher-Assessed Assignments

CALM 20: Module 4 12 Assignment Booklet

40

?.4

Section 2: Career Research

Research Report: Assignment

The questions that follow on the next few pages will help you learn about one occupation in detail. Choose one of the three occupations you reported on in Activity 6 of Section 2 in your Module Booklet. It should be the occupation in which you currently have the greatest interest.

This exercise is divided into two parts. You are to do only one of the parts.

Do part A if most workers in the chosen occupation are employed by somebody else.

Example: Nursing. Nurses do not own the hospitals they work in.

Do part B if most workers in the chosen occupation own the business where they work.

Example: Farming. Many farmers own the farm they work on.

Do either A or B.

In order to complete this exercise, you MUST do library research and you may also need to interview someone already working in the occupation. It may be easier to do library research first, and then interview a person working in the occupation in order to answer any remaining questions.

Be courteous to any person you interview. Phone to request his or her help and always thank this person for helping you. If you require some additional information on conducting interviews, you may want to consult the Extra Help activity of Section 2.

The Enrichment activity of Section 2 may be of value if you wish to make some actual on-the-job observations.

Note: You are expected to use at least three sources of occupational information. In order to receive a satisfactory grade on this assignment, you must include at least two written sources of occupational information in your bibliography.

Section 2: Question 4

Comments:

Some students will enjoy this opportunity to get out into the real world and do some investigating. It can be a useful break from traditional book-oriented assignments. Ideally, interviews should not be used alone to research this assignment. There is a lot of valuable information available from library research. A combination of interviewing and library research will probably give students better information upon which to base an occupational decision.

Occupational Information from Interviews

There are some real benefits to be gained from sending students out into the work world to collect information on occupations. They can get a better feel of what an occupation is like from talking to people in the profession than they can from reading occupation profiles. However, there are a few problems students can run into when they are using interviews as a source of occupational information. If students will be interviewing, it might be helpful to discuss some of the things below with them.

- the possibility of faulty information

  Students might get faulty information from somebody they interview. Not all people in an occupation are aware of the trends that are taking place in the occupation. For this reason, students should be encouraged to interview more than one person about an occupation.

- the need to interview more than one person

  A worker who has a lot of experience in a field has the advantage of being able to explain the duties, working conditions and problems associated with the trade better than a worker with little experience. A worker who has just recently entered the occupation or who is fresh out of school might be more aware of some of the technological trends that could be coming up in the occupation.

- the risk of biased information

  There can be problems with students getting accurate, non-biased information from an interview. An individual in an occupation could give glowing reports of the work done. The information given the student might not be accurate because the occupation is presented in such a strictly positive manner. On the other hand, a student might run into an individual who is turned off about the job. Such a person could give a very negative impression of the occupation.

- the need to structure the questions

  Students often do not ask the right questions to get information on which to base a good decision. Experience has shown that some students will ask only questions that give very little occupational information if they are left on their own to decide what questions they want to ask in an interview. A few examples of questions that often do not yield good information are listed below:

  — Do you enjoy your job?
  — Why did you decide to become a teacher?
  — How long have you worked as a janitor?

  The questions in Part A and Part B of Question 4 have been designed to help students do research. They can be used as a brief guide that a student can follow in an interview.

  You might ask a group of students to brainstorm the kinds of things they would like to know about occupations. Then students could work as a class to construct questions that would help them get that information from an interview.

Occupational Information from Library Research

Securing current occupational information is important. In many libraries information is badly dated. Unfortunately, there are not a lot of sources of occupational information in Canada to turn to. You may find that the newest occupational profiles you can obtain are several years old. Some uncommon occupations might not have any current information available. An interview could be the only source of current occupational information for some of these less common occupations.

Some occupational areas date more rapidly in occupational information. The future trends section, prospects of employment, and salary figures date rapidly. Duties, except for cases where technology is changing the nature of the job, tend to remain more constant.

A librarian or school guidance counsellor could help students find occupational information. These people might be able to help you become familiar with the occupational information available in the school and might even be willing to help students during the periods in which students will be doing library research.

You might need to refer to some of the sources of occupational information listed in Module Booklet 4, Section 2 to obtain information on some occupations.

CALM 20: Module 4 14 Assignment Booklet

?4

Research Report (Part A): Assignment

Name of occupation _____

a. What were your sources of information about the occupation? Make a bibliography of materials to which you referred, giving the title of each publication and the date it was printed. Then make a list of the people you interviewed and state each of their positions.

b. Will advances in automation or technology change the duties of people in this occupation? Explain any changes that may occur.

c. What are the opportunities for employment? Will the number of people working in this field increase, decrease, or remain about the same? How may advances in automation or technology affect the opportunities? Could technology reduce the number of people needed in this field? Explain.

PART A

Comments:

Name of Occupation:

Look for the name of a specific occupation here. A student might write down "labourer." This is not adequate. The student needs to identify what type of labouring occupation will be researched. The occupation chosen for this research option should be an occupation where most of the workers are employees. Occupations that are traditionally self-employed occupations should be reported in Part B.

a. The student should have several sources of information. If dates are provided in the bibliography, check for current dates. Information from an encyclopedia should be discouraged. That information is often out-of-date by the time the encyclopedia is printed.

   A weak bibliography could indicate that the student does not have accurate information on the occupation. In such a case, it would be a good idea to recommend that the student do more research.

b. Some students might not answer the question very well. The question is not trying to determine if there will be an occupation in that area in twenty or thirty years. The question is trying to determine if the duties of workers in that occupation will change in the future.

   A student might answer to the effect that a librarian cannot be replaced by technology, because people will always need to find information on specific topics. This does not explain what changes might change the nature of the work of librarians. In the future, electronic transfer of information should change the duties of a librarian significantly.

   Any answer that seems logical and makes sense should be accepted. If the answer does not seem correct, you might ask the student to do more research. The written material the student used to do the research could be out-of-date. It is also possible that the individual the student interviewed was not aware of the current situation in his or her occupation.

c. Look for evidence that the student has an idea of what the general trend of employment is in this area. Check the explanation to be certain the answer given by the student sounds reasonable.

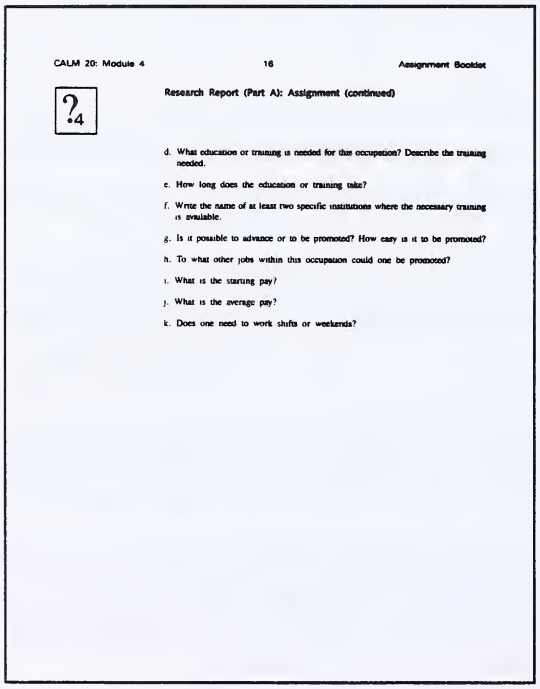
Some students might find it difficult to write a good answer for this question. Occupational profiles often have a section on employment and advancement that is of some value to students. One of the better sources of information for this question is found in *Job Futures: An Occupational Outlook.* This is a publication of Employment and Immigration Canada and is referred to in Section 2 of the Module 4 Booklet.

Look for an answer that is based on facts and research. A student might give an answer such as:

> "It is easy to get a job in this area. The job demand is really good."

That answer may be true, but it is very general. The student should be able to explain what trends in that occupation will make the job demand good. A far better answer would be:

> "The job demand is steady to good. Many of the people in this occupation are in their forties and when they retire it will provide more employment opportunities."



CALM 20: Module 4 16 Assignment Booklet

?4

Research Report (Part A): Assignment (continued)

d. What education or training is needed for this occupation? Describe the training needed.

e. How long does the education or training take?

f. Write the name of at least two specific institutions where the necessary training is available.

g. Is it possible to advance or to be promoted? How easy is it to be promoted?

h. To what other jobs within this occupation could one be promoted?

i. What is the starting pay?

j. What is the average pay?

k. Does one need to work shifts or weekends?

d. A student should know if the training is on-the-job, an apprenticeship, a college program, a technical program or a university degree. In some programs, such as law or medicine, an individual must do an internship. In other cases, a qualifying exam must be written before one can enter the profession. The student should demonstrate a general understanding of those kinds of things too.

e. This will vary with the occupation chosen. You might want to look for answers that are way out of line. For example, a student who thinks that it will only take four years of university study to become a clinical psychologist would need to be directed to do more research.

f. Some students are not aware of the general types of education provided at different types of institutions. For example, a learning facilitator might run into a student who cites the University of Alberta as offering a program in commercial art. In such a case, the student could be directed to the calendar of one of the technical institutes or to a college of art.

It is a good idea to check out answers that do not seem reasonable to get a better idea of the exact offerings of the post-secondary institutions. A good reference source for this question is the publication *It's About Time to Start Thinking About Your Future* published by Alberta Career Development and Employment.

g. This is another question where you will need to use your general knowledge of occupations.

In some cases students will mention that it is easy to be promoted, when it is not easy to gain a promotion. Look for a realistic answer. A student interested in a construction trade would not find it easy to gain a promotion. If a student seems to be a little unrealistic in his or her expectations, you could suggest he/she do further research.

h. This question is designed to help students identify a little better how good their chances of promotion are. If there are only a couple of different routes to gain a promotion, it will help the student see that possibilities for advancement might be limited.

i. Look for a reasonable answer. Some students will give the highest salary figure for the occupation as the starting rate. If they have made that mistake, it should be pointed out. Students taking apprenticeship programs should realize that they will not be making the pay of a journeyman during the apprenticeship.

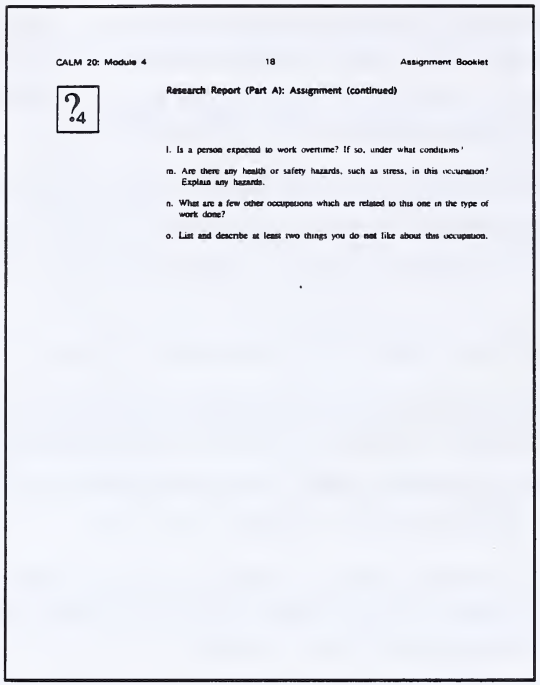
j. The average pay should sound reasonable.

Students should not be encouraged to report the top rates. There is a natural tendency on the part of people to remember only the top salary of an occupation. This can cause some people to make pay a primary factor in their final decision-making process.

It can take an employee ten years or longer in some professions to reach the top pay rates. In occupations where there is a high turnover rate, the average pay rate might be considerably lower than the top rate. In such cases, a student would be better off to think of the average salary range as being the top rate, because so few people stay in the field long enough to draw the top rate.

k. Students may be unaware of these requirements of an occupation. For example, someone researching the field of recreational services may be unaware that this occupation often requires employees to work many evenings, weekends and holidays. Students should recognize the impact shift and weekend work may have on their leisure and family care plans.

l. People researching accounting occupations may not realize that accountants may work a lot of overtime in the spring of the year, just before tax deadlines, for example.



CALM 20: Module 4 18 Assignment Booklet

?4

Research Report (Part A): Assignment (continued)

l. Is a person expected to work overtime? If so, under what conditions?

m. Are there any health or safety hazards, such as stress, in this occupation? Explain any hazards.

n. What are a few other occupations which are related to this one in the type of work done?

o. List and describe at least two things you do not like about this occupation.

m. If there are dangers in an occupation, the student should be able to list what they are. Some occupations are fairly hazardous. Some of the construction trades have hazards that students will need to be aware of.

It would be a good idea to remind students that stress is an occupational hazard. Some occupations, such as air traffic control and education, are high stress occupations.

n. Answering this question may encourage the student to expand the range of occupations he or she would consider in a general occupational field.

o. "I like everything about this occupation," or a similar answer is not acceptable. This answer indicates the student has not done enough research into the occupation to be familiar with the disadvantages of the occupation.

Students should be able to give a few ideas about things they don't like from areas such as working conditions, hours of employment, training or education needed, or duties.

If a student cannot think of undesirable aspects about an occupation they are reporting on, it might be helpful to recommend that the student "shadow" or observe somebody on the job carefully for an entire day. This could help them gain valuable insight into that field.

Look for a "why" too. It is helpful to know why the student does not like an aspect of an occupation. This might help you pick up on conflicts between the student's basic values and the requirements of the occupation.

CALM 20: Module 4 20 Assignment Booklet

?.4

Research Report (Part A): Assignment (continued)

p. Think about the lifestyle of your parent(s).

(1) Would this occupation require a lifestyle that is very different from that of your parent(s)? How would it differ? How would it be similar? Explain.

(2) Do you think you would feel comfortable with the lifestyle this occupation permits? Explain.

End of Part A

p. (1) & (2)

If the occupation being researched provides a lifestyle that is very different from the lifestyle of a student's parents, he or she might not feel comfortable in the occupation. In some cases a student may choose an occupation which provides a different lifestyle because he or she does not like his or her parents' lifestyle.

PART B

Comments:

Many students choosing to do this exercise will not do as thorough or as detailed work as those who chose to do Part A. That will be the case for two reasons. First, it is difficult to obtain information on entrepreneurial occupations. There are few places where one can get accurate, detailed information. This is one of the reasons why so many small entrepreneurs go out of business each year. Second, it will take a lot of work to collect quality information on self-employed occupations. Many students will not be willing to put out the effort required to do good work.

When grading this exercise, you will need to take into account the time and effort put into answering the questions. The same quality of work that could be expected for Part A probably cannot be expected for Part B.

This exercise should be looked at as an opportunity to interact with the student and to help the student learn to anticipate some of the difficulties that will be faced in starting a business. The intention of the exercise is to help would-be enterpreneurs increase their chances of success by sensitizing them to concerns they will need to consider carefully when establishing a business.

CALM 20: Module 4 22 Assignment Booklet

?.4

Research Report (Part B): Assignment

Name of occupation _____

a. What were your sources of information about the occupation? Make a bibliography of materials to which you referred, giving the title of each publication and the date it was printed. Then make a list of the people you interviewed and state each of their positions.

b. Will advances in automation or technology change the duties of people in this occupation, or the nature of the business? Explain any changes that may occur.

Comments:

Name of Occupation:

Look for the name of a specific occupation. If the individual would like to start a retail business, he or she should state the kind of retail business. "Convenience Store Owner/Manager" would be a better answer than "Store Owner/Manager."

a. See comments for Part A, Question a., of this assignment.

b. The same guidelines apply for this question as apply for the same question in Part A.

Generally, answers should be evaluated on the basis of how much sense the answers make. It is possible for students to assume there will be little change in a small business field or that there will be a great deal of change. Both sides have some merit.

In some cases small businesses, with fewer than five or six employees, do not implement new technological changes as quickly as large businesses. Some small businesses still use old electric typewriters when large businesses are using electronic typewriters and computers. In some cases this is because there is not sufficient need or finances to purchase the latest equipment. In other cases, small businesspersons cannot spare the employee person-hours to train people on modern equipment.

In other cases small businesses are more flexible. They may be capable of changing more quickly to meet new demands than large businesses because they do not have a large bureaucracy to deal with. The main factor behind change in a small business is the will and leadership style of the owner or manager.

Some students might feel they would be almost immune to technological change as a businessperson. This is not true. The broom manufacturer found that vacuum cleaner technology made a major impact on business. A major change in technology could completely eliminate some business sectors.

CALM 20: Module 4 24 Assignment Booklet

?.4

Research Report (Part B): Assignment (continued)

c. What education or training is needed to provide the services offered by this business? What additional training may help the business person manage his or her business well?

d. Where could one take the courses or training described in Question 3? Give specific schools.

e. How long would the program of courses or training described in Question 3 take?

c. Students might look at business and marketing programs in technical schools, such as NAIT, Certified Management Accounting programs, or on-the-job training as a management trainee. It should be noted that lack of financial expertise is a reason that many businesses fail.

Courses in salesmanship, assertiveness, and the like may be useful to a businessperson. These courses are often offered by continuing education departments of school boards or extension departments of universities, colleges, or technical institutes.

Government or Chamber of Commerce-sponsored courses for small business operators are often offered.

CALM 20. Module 4 26 Assignment Booklet

?.4

Research Report (Part B): Assignment (continued)

f. What does one need to start this business? List the major pieces of equipment. Be sure to include everything needed to run this business (e.g. a phone). What do they cost? Give an estimate. Then estimate the cost of any inventory (products it stocks to sell) needed in the business.

g. What is the total amount of money needed to start this business?

h. Phone the loans office at a bank or credit union. Ask how much of your own money or value of your own assets you would need as a downpayment as security to get a loan large enough to cover the total amount of money you would need to start the business. What is the amount of your own money in cash or the value of assets you would need to start the business?

i. Where would your business be located? How much space in square feet or in square metres would you need? Phone a real estate agent and determine the usual monthly cost of renting the type and size of building or land you would need for this business.

d. Refer to comments in c. above.

The booklet *It's About Time to Start Thinking About Your Future* and calendars of continuing education departments are good sources for this question.

e. Look for answers that seem reasonable.

f. & g.

The answer will depend on the type of business being considered. Look for an answer that sounds like the student has done some research and has a general idea of the finances needed for equipment, supplies, and inventory.

CALM 20: Module 4 28 Assignment Booklet

Research Report (Part B): Assignment (continued)

j. How many hours per day and per week would this business be open to customers?

k. How many extra hours would the manager/owner need to work? Explain. Think about the time you would have to spend doing bookkeeping and other administrative duties.

l. Is this business easily affected by recessions? Explain.

m. Can a manager/owner take a vacation easily without harming the business? Explain.

CALM 20: Module 4 30 Assignment Booklet

Research Report (Part B): Assignment (continued)

n. Are there any health or safety hazards, such as stress, in this occupation? Explain any hazards.

o. How would a person support himself or herself if the business did not do very well the first few years? What would one do if the business earnings were not enough to cover one's living expenses?

h. The student needs to recognize that it will be difficult to get a loan from a traditional financial institution. The traditional financial institutions are often reluctant to loan money to people who have no credit rating or who are just starting out in business.

Government-subsidized loans and grants to entrepreneurs could be researched.

i. This question should help students get an idea of the rental or purchase cost of the land/facilities needed in the business. Answers will vary from location to location and will vary for the type of facilities.

j. This question is asked to give the student an idea of how much labour will be required in the business.

k. This question should help students determine the total skills and labour required by the business. Even in a small business, the owner/manager might need to do from a half-hour to three hours of bookkeeping every day.

Answers to j. and k. should indicate student awareness that beginning and running a small business requires a tremendous input of hours of work. This is especially true when the business is just getting started and the owner's ability to hire help may be limited.

l. Some businesses are very sensitive to economic conditions. This became very evident in Alberta during the early 1980's when the price of oil dropped. Other businesses are not as sensitive to the economic conditions.

The student should be able to give a reasonable explanation as to why the business they are researching would or would not be very sensitive to changing economic conditions.

CALM 20: Module 4 32 Assignment Booklet

?.4

Research Report (Part B): Assignment (continued)

p. What size of town or city would such a business need to be successful? Explain.

q. What are a few related businesses or occupations?

r. Describe at least two things you do not like about this occupation.

m. In some businesses, one must live with the business to make it financially viable. A small motel or convenience store owner/manager must virtually live with the business. Such an individual might have difficulty taking a vacation.

In some cases, small businesspeople are not able to take vacations. They might not be able to find somebody they can trust to take over the business while they are gone.

Watch for students who have stated they really value a lot of leisure time or who really want to do a lot of travelling. Such students might not find that the life of a small businessperson will allow them to satisfy these values. A learning facilitator might want to ask such a student how much of a sacrifice it would be for them to give up their leisure time or travels for success.

CALM 20: Module 4 34 Assignment Booklet

?.4

Research Report (Part B): Assignment (continued)

s. Think about the lifestyle of your parent(s).

(1) Would this occupation require a lifestyle that is very different from that of your parent(s)? How would it differ? How would it be similar?

(2) Do you think you would feel comfortable with the lifestyle this occupation permits? Explain.

End of Part B

n. Refer to Part A, Question m.

o. Students may mention relying on an employed spouse or their family.

Students should be aware of the possible pressures placed on personal finances when one is self-employed.

p. Some businesses may need to be in a town or city that has a reasonable number of people. For example, it is unlikely a bookstore or a pet store could be profitably run in a town of 3000.

q. Refer to Part A, Question n.

r. Refer to Part A, Question o.

s. Refer to Part A, Question p.

Section 3 - Adapting to the World of Work

Introduction

Section 3 surveys the realities of fitting into the North American work world successfully.

The section surveys the skills involved in carrying out a successful job search. Students require telephone directories or business directories to complete various job search activities.

Key Concepts

- Some rights and responsibilities of employers and employees are governed by law.
- Some personality traits are especially valued by employers.
- Successful job hunting can require many approaches, including networking, and actively seeking job leads.
- A job hunter must make potential employers aware of his or her specific personal skills, job skills, and experience.
- Some skills are important and transferable to many different jobs.
- There are satisfying options to full-time and/or paid employment.

Section Objectives

Students will be able to

- recognize and identify attitudes, skills, and behaviors that affect job satisfaction, job success and career planning
- identify transferable skills developed in daily living to career opportunities
- apply job search skills and prepare the documents necessary in job hunting
- recognize alternatives to paid employment
- understand the rights and responsibilities of the work world

Student-Assessed Activities: Answers and Comments Concerning Activity Use

Note: It is expected that learning facilitators will have read comments to students concerning the Activities. These comments are found in the Appendix to the Module Booklet.

Activity 1

Think of things employers expect from employees. If you have not held a job, you might want to discuss what employers expect with a parent or an employed friend.

1. Do you feel the desirable traits discussed thus far are reasonable? Do any of the employer expectations seem unreasonable? Explain.

_____
_____
_____
_____

2. List a few things employers expect that were not discussed

_____
_____
_____

3. What are the most desirable work traits you have to offer?

_____
_____
_____

4. In what areas do you think you might need to improve?

_____

See Appendix for guidance or additional information concerning this Activity.

Employee Evaluations

When you are employed, your work will be evaluated. In some jobs, your employer will give you a formal, written evaluation. Some employers just tell their employees how they are doing. Other employers do not have the time to give a written or an oral evaluation. They still make a mental judgment or note of how you are performing. In cases where the employer does not have the time to do an oral or a written evaluation, employees who do not perform well may just be fired. Such firings could be without much notice, so it is a good idea to check and see how you are doing if you have not been evaluated. No matter how you are evaluated, the evaluation is usually based on similar criteria. The following evaluation form is an example of a form businesses may use.

Section 3: Activity 1

Comments:

Activity 1 may be adapted for purposes of a classroom discussion. A local businessperson may be willing to talk to the class about what employers expect of their employees.

Some actions are not accepted by employers in a work setting. A few behaviours that are unacceptable are listed in the following chart.

Work Violations

Violations resulting in loss of employment, if done even once in an average union job	*Violations resulting in disciplinary action*
theft	poor work
fighting at work	leaving work early
gambling at work	missing work or being absent without a reason
destroying company property on purpose	abusive language
being under the influence of a drug or alcohol at work	not following safety rules
having alcohol or drugs at work	threatening other workers
having a weapon at work	interfering with supervision or work
sleeping at work	
punching somebody else's timecard	
making false records	
leaving work during working hours without permission	

Activity 2

Mack is a factory worker. Mack usually takes beer to work in his thermos. He drinks the beer during the 2:00 p.m. coffee break. Mack's work is very good. His drinking has never noticeably affected his work. Ralph, his boss, caught him today. Ralph fired Mack on the spot.

Does Ralph have the right to do this? Is Ralph being too strict? Explain.

_____

_____

_____

Check your answer with the Appendix.

Section 3: Activity 2

Comments:

Drinking on the job is generally viewed as a serious employee misdemeanour, partly because it may endanger the safety of an employee and his co-workers.

Your Potential — What are your abilities? How can you grow to meet other needs of the employer? What strengths can you develop?

Your Interests — What kinds of things do you enjoy doing? How are your interests related to the work being applied for?

Your Values — What are your values? Will the job meet them? Is this a job you can stick with for a long time?

In this section, we will concentrate on skills and experience because you covered personality, abilities, interests and values in Section 1.

Selling Your Skills

Transferable skills — abilities used in many different jobs

Most of the skills needed in a particular job are needed in all jobs. Experts think 75% to 80% of the skills needed in jobs are transferable or are common to all jobs. About 20% to 25% of the skills are unique to that job. Very technical jobs required about 30% unique skills.

Most of your time on the job is spent doing things that are common to all jobs. You will be required to plan, correct, write, talk, relate, research, analyze, measure, sell, present, delegate, and organize.

You should know what your strong **transferable skills** are and be able to present them to employers. If you can do 80% of the work, the employer might then be willing to teach you the 20% of skills unique to this job.

Activity 3

The following activity lists twelve basic skills desirable in all jobs. This exercise will help you decide your level of ability for each skill.

Your transferable skills are developed in school, in leisure activities, and just by living. You will continue to develop transferable skills in the work world.

Circle 0, 1, 2, 3, or 4, depending upon the level of skill you believe you have in each category. Please note that this scoring system is based on a continuum. For example, if your reading and writing skills are better than the description shown below the zero rating, you would rate yourself as a one. Think in terms of the level of your ability most of the time.

Section 3: Activity 3

Comments:

The level students rate themselves on the chart is not as important as the relative ratings they give themselves. Students should be able to identify two or three areas of strength from the list of transferable skills.

If you have a class of students who relate well with each other and are accepting and trusting, students may be asked to work in pairs for a few minutes. Students could be asked to evaluate themselves first alone, and then in pairs, having each student identify three areas where they think their partner has good skills.

Transferable Skills

	0	1	2	3	4
Written Communication	Slow reader Your writing can be confusing		Moderate reader Writing is generally clear		Fast reader Clear, concise writer
Selling or Presenting	Rarely sells ideas and convinces others		Sometimes sells ideas and convinces others		Enjoys selling ideas and convincing others
Listening	Often misunderstands people		Sometimes misunderstands		Often asks questions to learn what people mean and to promote better understanding
Interpersonal Relations	Often gets into fights and arguments		Sometimes has arguments and fights		Gets along well with most people
Managing Time	Never knows where time went		Keeps mental list of things to do		Has detailed lists of what to do and gets items done
Problem Solving	Gives up when sees problems		Asks for advice about problems		Asks for advice and finds unique solutions to problems

This question should not be used to classify or label students. It should be used and presented to highlight areas where students can improve on their skills. If a class brainstorms how skills in various areas can be improved, this could reduce the level of threat some students might feel concerning this activity.

Transferable Skills - Continued

Budgeting Money

0	1	2	3	4
Has no budget Never knows where money goes		Has a rough idea of his/her needs and where money goes		Has budget and saves money

Delegating

0	1	2	3	4
Never does group work, and never gets others to help with work		Can work in groups, but rarely gets the help of others		Often does group work, and gets the help of others

Researching

0	1	2	3	4
Hates digging up answers to questions		Researches things from time-to-time		Enjoys working with facts and figures and finding information

Targeting or Reaching Goals

0	1	2	3	4
Has no goals		Has a few goals Sometimes reaches goals		Sets many goals Usually reaches goals

Measuring Results

0	1	2	3	4
Never thinks about how good work is		Sometimes compares self to others		Compares self to others and tries to improve

Organization and Planning

0	1	2	3	4
Never knows where things are Does not plan how to do things		Has general idea where things are Has an idea of how things should be done before starting		Knows where things are Plans most actions out in detail before starting work

1. Look at the results of the activity you have just completed. Of the twelve skills important to all jobs and transferable from one job to another, in which did you score a 3 or 4?

   _____

   _____

   _____

   These are basic transferable skills you can stress to an employer when you are trying to sell your skills.

2. In which of the twelve skills did you rate a 0 or 1?

   _____

   _____

   _____

   Lack of skill in some of these areas could cause you problems in a job. Could you work on improving your skill level in these areas?

You may want to compare your ratings with the ratings somebody would give you who knows your skills. A parent, a teacher or a friend may be able to help you identify skills you have that you have not noticed.

You have been developing some transferable skills in your high school courses. Some of these skills are shown here.

Course Areas	Skills Developed	How Skills Are Shown
Language Arts/English	writing, communicating, convincing others	essays, oral reports
Social Studies/Social Sciences (eg Psychology)	researching, writing, communicating, convincing others	essays, term papers, oral reports, discussions, debates
Math/Computer Science	working with numbers, analyzing	doing math problems, finding errors in computer programs, interpreting statistics, using numbers to make and support decisions
Science	researching, analyzing, classifying, writing, communicating	explaining results of experiments, classifying animals, reports, term papers

Activity 4

The following transferable skills chart is for future use. You should fill it out for yourself before starting to search for a job.

Transferable Skills Chart

Skill	Possible places a high school student could have developed skill	My skill in this area is shown by...
Working with Hands and Repairing	—home economics, industrial arts and art classes —typing, building models —working on car —fixing things around home	
Meeting Deadlines	—finishing major assignments on time	
Research	—writing term papers and reports	
Understanding New Things	—finding school easy —learning practical things rapidly	
Meeting Strangers	—making friends easily even in entirely new environments —had jobs, such as a clerk or cashier, which involved dealing with strangers	
Lifting Heavy Objects	—lifting weights —enjoying working out	
Analyzing	—used in English to find meaning of stories and poems —used in science class to see why experiment went wrong	
Following Instructions	—building model cars —doing assignments in school as asked	
Living and Working Outdoors	—going camping or hiking or skiing —living on farm	

Transferable Skills Chart - Continued

Skill	Possible places a high school student could have developed skill	My skill in this area is shown by...
Written Communication	—English classes —writing reports and term papers for science and social studies classes	
Organizing	—planning school reports, term papers —organizing graduation dance	
Convincing Others	—debates and discussions —term papers for social studies —making speeches —English and speech classes	
Working with Numbers and Keeping Records	—math, accounting and bookkeeping classes —balancing own cheque book	
Driving	—driver's licence —driver's education classes —good driving record	
Imagining and Visualizing	—writing poems and stories —drawing and painting —interpreting blueprints and scale models —art and industrial arts classes	
Teaching	—tutoring classmates —explaining school assignments to friends	
Supporting Others and Counseling and Caring for People	—people naturally tell you their problems —babysitting —caring for sick relatives	

A parent, friend or teacher may be able to help you think of ways you can illustrate your transferable job skills.

ASSIGNMENT

Complete Questions 6 and 7 in your Assignment Booklet for Module 4 now

Section 3: Activity 4

Comments:

You may want to have students brainstorm ways in which people their age and with their level of experience could illustrate they have some transferable skills in each area.

Students may be referred to Extra Help 2. This activity encourages students to consider transferable skills which they have been developing through hobbies and leisure activities.

Students who are very comfortable working in pairs might be able to work together on this exercise. They may find it easier to think of ways they could show they have a transferable skill by discussing the skill with a friend.

Activity 5

Look through the newspaper. Find an advertisement for a job in which you have some interest. If the advertisement does not give a name and an address, phone the company and get a name and address.

Cut out the advertisement and write a resume which could be submitted in application for the job.

Use the example as a guide. *Be sure to use at least two or three transferable skills in your resume.*

Sample Outline of Resume

Name
Address
Phone Number

Skills:
Choose two or three major skills. Look for major transferable skills that would be needed for the job for which you are applying.
Give two or three examples, in point form, to show that you have these skills.

Education:
Year of graduation — Give diploma type, name of school, name of town or city, province.
Use the same format for college, university, summer courses, technical programs and workshops.
If you have not graduated, give the highest grade completed. Then give the name of the school, the town or city and the province.

Experience:
For each job held, give the following:
Dates) that you held job (eg: 1987 Summer); name the position, company, town or city worked in.
The last job you held should be listed first. The first job you held should be listed last.

Interests and Activities:
If you can, give a few related interests and activities. Activities that show you are a well-rounded person are also good. Put them in point form.

Accomplishments:
You can include this if you have received honors or awards. Again, use point form.

References:
You can include these or leave them out. it is up to you. Experts are divided on this.
If you leave them out, state that they are available upon request. When using someone as a reference, obtain the person's permission first. Give the name, the position of the person, and his/her address and phone number.

Section 3: Activity 5

Comments:

If students have done a good job of identifying and describing examples of their transferable job skills, the resume should not be difficult.

Since students will soon require resume-writing skills, you may want to review students' resumes and tactfully point out the resumes' strengths and weaknesses. Perhaps resumes with special strengths could be reviewed as a class group.

It is important that students come to appreciate the viewpoint and needs of the employer with regard to letters, resumes, and job interviews.

Activity 6

Write a covering letter which could accompany the resume you prepared. A sample outline for a covering letter appears below.

Sample Outline of Covering Letter

Your Address
Town or City, Province
Postal Code
(Area Code) Phone Number

Date

Name
Title
Company Name
Company Address
Town or City, Province
Postal Code

Dear Mr./Ms.

The opening paragraph needs to catch the reader's attention. Get the reader interested in you. State why you are writing the letter. Indicate why you are interested in working for their specific company.

The second paragraph should make the reader want to read your resume. Briefly state why you would be well-suited for the job. Mention what you have to offer that other people might not offer. You may want to write two short paragraphs.

Refer the reader to your resume. Your resume will have the details of your qualifications. Do not repeat in your letter the information you have in your resume.

In the last paragraph, ask for an interview or an appointment.

Sincerely,

Your Name Signed
Your Name Typed

Enclosure
(Enclose the resume.)

The Thank-you Letter

Thank-you letter—The thank-you letter is sent to the employer after a job interview to thank the employer for the time spent with you.

A **thank-you letter** is important. Robert Nelson, author of *The Job Hunt*, says the relationship between a thank-you letter and getting a job is higher than the relationship between qualifications and getting a job. Send your letter the day after the interview. That way it will arrive before a final decision has been made about whom will be hired.

Activity 7

Write a thank-you letter to the person to whom you wrote the covering letter in Activity 6.

Sample Outline of Thank-you Letter

Your Address
Town or City, Province
Postal Code
(Area Code) Phone Number

Date

Name
Title
Company Name
Company Address
Town or City, Province
Postal Code

Dear Mr./Ms.

The first paragraph should remind the reader who you are. It should say why you are writing. Say when and why you met. Refer to the interview. Thank the reader for the interview.

You may add a second short paragraph, expressing a way, not given in the interview, that you would be suited for the job. You could also clear up any false impressions you might have given.

Sincerely,

Your Name Signed
Your Name Typed

Section 3: Activities 6 & 7

Comments:

Refer to general comments for Section 3, Activity 5.

Grammar, neatness, and spelling are important. The importance of a good covering letter and a thank-you letter cannot be stressed too much.

Module 4 — Section 3: Adapting to the Work World

Activity 8

Practice finding job leads. Think of an occupation you would like to do.

1. List the occupation.
2. Go to a phone book. Look in the yellow pages. Find the names, addresses, and phone numbers of at least three places where you might find a job in this occupation.

If you live in a small town, you might need to use the yellow pages of a city phone book. You can borrow a copy from a library or your school office.

Occupation: _____

Name: _____

Address: _____

_____

Phone Number: _____

Name: _____

Address: _____

_____

Phone Number: _____

Name: _____

Address: _____

_____

Phone Number: _____

Name: _____

Address: _____

_____

Phone Number: _____

CALM 20 — 124

Section 3: Activity 8

Comments:

The phone book is an important source of possible employers. Students living in rural areas may need to go to a library to get phone books from major cities.

If the student cannot find any employers for a specific occupation in the phone book, it might be a good idea to have the student choose another occupation. This activity is valuable even if job possibilities in an occupation of present student interest cannot be traced by this method.

Large city libraries may have telephone directories available which allow students to trace potential employers in other cities, towns, provinces, and countries.

Module 4 — Section 3: Adapting to the Work World

Activity 9

Think of a few people who could be part of your personal network. List at least five people and state their occupation or their relationship to you.

	Person	Relationship
1.		
2.		
3.		
4.		
5.		

See the Appendix for comments concerning this activity.

Keeping Track of Your Contacts

Make a card file. Keep a card on each company or person you talk to about work. Record them, even if they cannot give you a job.

It only takes a minute to fill out a card, and the time is well spent. A card file can save the the embarrassment of calling the same person twice. It can save you the time of applying twice for the same job. You can save the cards for future use. If you are looking for work again, they can save you research time.

Some of the things you will want to record on your cards appear below.

Company Contacted	Position
Mailing Address	Date of Application
Phone Number	Date of Interview
	Name of Interviewer
Possibility of a Job - people or company referred to	
Materials sent - resume, covering letter, application form,	
information card, thank-you letter	
When the competition will be over or the job will be filled	
On the back, write impressions of the interview if you had one.	

CALM 20 — 128

Section 3: Activity 9

Comments:

The activity may encourage the student to consider which people within his or her relationship network could provide potential job leads.

A group could role-play assertive methods of alerting people you know to the fact that you are looking for work.

A class discussion could revolve around the morality of using your relationships as a source of job leads. It would be important for you to emphasize a distinction between a person's getting a job for which he or she is not qualified due to contacts and a person's getting a job for which he or she is qualified because contacts are aware of this person's qualifications and search for work.

Section 3: Follow-up Activities

Extra Help 1: Transferable Job Skills

Extra Help 1: Transferable Job Skills

There is a way to tell the difference between a transferable job skill and the name of an occupation. A transferable job skill can be used in many very different jobs. If you can think of at least five very different jobs in which a skill can be used, it is most likely a transferable job skill. An occupation refers to only a few closely related jobs.

In the list below, separate the transferable jobs skills from the occupations. Place a check on the left side if it is a transferable job skill. Place a check on the right side if it is an occupation.

Transferable Job Skills		Occupation
_____	SELLING	_____
_____	PRESENTING	_____
_____	WELDING	_____
_____	COOKING	_____
_____	LISTENING	_____
_____	PHOTOGRAPHY	_____
_____	AUTO MECHANICS/REPAIRS	_____
_____	BUDGETING	_____
_____	PAINTING	_____
_____	UNDERSTANDING NEW THINGS	_____
_____	CARPENTRY	_____
_____	SOCIAL WORK	_____
_____	WORKING WITH HANDS	_____

Check your answers in the Appendix.

Answers:

Transferable Job Skills		Occupation
X	SELLING	
X	PRESENTING	
	WELDING	X
	COOKING	X
X	LISTENING	
	PHOTOGRAPHY	X
	AUTO MECHANICS/REPAIRS	X
X	BUDGETING	
	PAINTING	X
X	UNDERSTANDING NEW THINGS	
	CARPENTRY	X
	SOCIAL WORK	X
X	WORKING WITH HANDS	

Extra Help 2: Identifying Your Transferable Job Skills

Transferable job skills can be developed through both job and leisure activities. The charts on the pages that follow are designed to help you identify transferable job skills you may have developed from leisure activities.

Transferable Skills	Leisure Activities/Hobbies
Written Communication	—crossword puzzles, reading, writing letters, writing stories, written reports for volunteer groups
Selling or Presenting	—speech or debating clubs, public speaking, public speaking courses, operating a concession stand for a volunteer organization, sharing your religious faith or philosophy of life
Listening and Interpersonal Relations	—Candy Striper (hospital volunteer), peer counselling, listening to friends' problems, following spoken directions as a part of any club in which you are involved
Managing Time	—having a number of leisure activities can force you to organize and manage your time, to allow you to get your school work done —volunteer work can help you develop time-management skills
Problem-Solving and Decision-Making	—computer programming, computer hacking —any leadership position in a club, volunteer organization or church —hunter-training courses, first-aid training
Budgeting Money and Measuring Results	—saving money to purchase materials used in any hobby or leisure activity —any leadership position in a club, volunteer organization or church that requires making decisions about where and how money will be spent
Delegating and Measuring Results	—any leadership position in a club, volunteer organization or church that requires finding people to do certain tasks and that requires dividing up work duties among a number of people
Researching	—writing reports or letters, finding a source of information on how to repair something or to do a certain project
Organization and Planning	—any leadership position in a club, volunteer organization or church that requires making plans that will allow the organization to reach goals —volunteer filing duties —any activity for which you must plan

CALM 20 131

Transferable Skills	Leisure Activities/Hobbies
Supporting Others and Caring for People	—Candy Striper (hospital volunteer), peer counselling, listening to friends, caring for sick relatives or friends, babysitting
Driving	—driver's licence for motorcycle, car, bus —driver's education classes
Imagining and Visualizing	—model building, artistic painting or drawing, carpentry, photography, drama, folk dancing, creative writing, writing poetry
Working with Numbers and Keeping Records	—operating a concession stand for a volunteer organization, acting as a secretary/treasurer for a club, volunteer organization or a church
Teaching	—peer tutoring at school, explaining school assignments to friends, explaining or demonstrating a certain leisure activity, public speaking, speech classes, speech clubs
Working with Hands and Repairing	—sewing, fixing appliances, carpentry, auto repair, artistic painting and drawing, baking, building models, typing letters
Meeting Deadlines	—any position in the student union or in a club, volunteer organization or a church that requires you to finish projects by a specific time —personal deadlines that you meet related to a specific hobby or leisure activity
Understanding New Things	—learn new leisure activities or hobbies easily and rapidly —find it easy to follow written directions in model building, carpentry or auto repairs
Meeting Strangers	—volunteer work such as being a Candy Striper in a hospital, public speaking contests, entering fairs and public exhibits, travel, operating a concession stand for a volunteer organization
Lifting Heavy Objects	—hunting, backpacking, camping, lifting weights
Following Instructions	—building model cars, following plans required for carpentry, sewing or auto repair, political party volunteer organizer, volunteer work for any volunteer organization
Living and Working Outdoors	—Scouts, Scout leader, camping, fishing, hunting, backpacking, skiing, nature photography
Analyzing	—determining why leisure activity did not turn out as planned, computer programming, computer hacking, any volunteer position of leadership

Now analyze the transferable skills you may have developed through your hobbies and leisure interests.

CALM 20 132

Extra Help 2: Identifying Your Transferable Job Skills

Comments:

This activity is useful for students who have little employment experience and must depend upon school, leisure activities, and experience to illustrate potential job skills.

Enrichment 1: Your Accomplishments

If you have been out of school for a few years or have a lot of experience in the work world, it might be difficult for you to remember some of your major accomplishments in the various jobs you have held.

You need to be able to identify your accomplishments. You can use your accomplishments to show a potential employer that you could be a valuable employee.

The exercise that follows can help you identify some of your accomplishments at work and at school.

Work and School Accomplishments

1. One time when a boss or a teacher said something good about my work was when...

_____
_____
_____
_____

2. Somebody complimented me on my ability to get along with people when I...

_____
_____
_____
_____

3. I saved my boss a lot of money by...

_____
_____
_____
_____

4. I improved things at work by...

_____
_____
_____
_____

5. Somebody noticed my honesty when...

_____
_____
_____
_____

6. I received an award at work or at school for

_____
_____
_____
_____

7. A fellow student or a co-worker said something nice about my work when...

_____
_____
_____
_____

8. A suggestion I made that the boss adopted was...

_____
_____
_____
_____

Enrichment 1 & 2

Comments:

These activities may be especially useful for students who have work experience as they prepare for a job search.

9. An idea I had that could improve things at work but that was not adopted was...

10. One thing people remark they like about me is...

11. I taught somebody how to...

12. My teacher or boss gave me a lot of responsibility when I was asked to...

13. People often ask me to...

14. When somebody was away from work I was often asked to take on responsibility for...

Someone who has known you for a long time, such as a parent, spouse, or friend may be able to help you think of your accomplishments and the transferable skills they indicate.

Enrichment 2: Resume

There are different types of resumes. You have already learned about one type of resume. The resume you already studied is the best type of resume to use if you are getting your first job or if you are trying to get a job in a different occupation.

The traditional resume can be useful too. A traditional resume is the most commonly used resume. It is easily written and understood by employers. A traditional resume does not show your transferable job skills, so it should not be used by people who are searching for a first job or who are changing occupations.

The following pages contain an outline and an example of a traditional resume. This may be of value to you if you are not applying for your first job or are not changing occupations. If this is your situation, you may wish to consider how this type of resume may meet your needs and could be organized.

Enrichment 3: Networking

If you have been away from school or a job for a few years, it might be difficult to remember people from school or from a job who could be part of your job hunting network. The activity below could help remind you of people you can add to your network.

After each category, list as many people as you can think of. Then try to trace down a phone number or an address for each of them.

People you ate with at school or at work:

_____ _____

People you gave a ride to school or work or people who gave you a ride to school or work:

_____ _____

People you asked for help or information or people who asked you for help or information:

_____ _____

People who trained you or helped you get a start at work:

_____ _____

People who filled in for you when you were gone or people you filled in for when they were gone:

_____ _____

People you usually said, "Good morning" to when you got to work or to school:

_____ _____

People you used to complain to about work, a course or a grade:

_____ _____

Your favourite teachers:

_____ _____

People you used to discuss politics with:

_____ _____

Former employers:

_____ _____

People you play team sports with:

_____ _____

People you discuss sports with:

_____ _____

People you have dated:

_____ _____

Neighbors and former neighbors:

_____ _____

People you write to or who write to you:

_____ _____

Relatives:

_____ _____

People who invited you to their home or to whom you invited to your home:

_____ _____

People who send you Christmas cards or whom you send Christmas cards:

_____ _____

People who are members of the same club:

_____ _____

People for whom you did a favour or who did you a favour:

_____ _____

Past and current ministers of the church you attend:

_____ _____

Enrichment 3: Networking

Comments:

Students may find that a number of persons with whom an acquaintance exists could be helpful in building a strong network.

Members of the church you attend:

_____ _____

Members of your political party:

_____ _____

Names of people in your favourite store:

_____ _____

Your hairdresser:

_____ _____

Ask someone who knows you well and/or has known you for a long time to help you think of people you could add to your network.

Conclusion

To adjust to the work world, you need to know how to get a job and how to keep one. You need the following things to find and keep a job.

1. Good skills and attitudes

   You need to show employers you have the needed skills and attitudes to do the work. To show you have the needed skills, you need to know what skills are used in a number of different jobs.

2. Good job-hunting skills

   You need to know and use many different methods of job hunting. Writing resumes, covering letters and thank-you letters, filling out application forms and networking are important job-hunting skills.

3. Knowing your rights and responsibilities

   Success depends on knowing what your employer needs and what your rights are.

Teacher-Assessed Assignments

CALM 20: Module 4 36 Assignment Booklet

30

?5

Section 3: Adapting to the World of Work

Employer-Employee Relations: Assignment

You work as a salesperson in a jewelry store. Yesterday an expensive ring disappeared sometime during the day. Since you worked a full shift yesterday, your boss says he will deduct the cost of the ring from your wages. All sales employees have access to the keys in the ring case.

Can your boss do this? Why or why not? Explain.

Section 3: Question 5

Comments:

Legally, this boss is on very questionable grounds. He cannot prove liability because all sales employees had access to the keys to the ring case. It is illegal to deduct wages from an employee for cash or property loss if anybody other than the employee had access to the cash or property.

CALM 20: Module 4 38 Assignment Booklet

?.6

Section 3: Adapting to the World of Work

Transferable Job Skills: Assignment

If you are a little unsure about the meaning of the term *transferable job skill*, you may want to complete Extra Help 1 in Section 3 before attempting this assignment. If you are having difficulty identifying your own transferable job skills, you may want to complete Extra Help 2 in Section 3.

If you would like to identify some of your specific work or school accomplishments and the skills they indicate, refer to Enrichment 1 of this section.

Answer the following questions on the response pages that follow.

a. Choose any two transferable job skills you have. List each skill and give specific examples to demonstrate that you have this skill.

b. List the three transferable job skills you enjoy using the most.

Section 3: Question 6

Comments:

Students should give very specific, positive examples of transferable job skills. You might want to offer some feedback and suggestions as to how weak examples could be improved.

Some students make the mistake of listing specific occupations instead of transferable job skills.

Students should be able to show how a strong transferable skill they possess would be used in a specific occupation.

CALM 20: Module 4 40 Assignment Booklet

?.6

Transferable Job Skills: Assignment (continued)

c. Choose an occupation you believe might be interesting. Which of the transferable skills you enjoy would be needed in that occupation? Explain how you would use them.

CALM 20: Module 4 42 Assignment Booklet

?7

Section 3: Adapting to the World of Work

Analyzing Transferable Skills: Assignment

Choose any two of the following job descriptions. What transferable job skills would be valuable in the jobs you chose?

Answer the question on the response page that follows.

DATA CONTROL CLERK

Permanent Part-Time Position

Performs data input of payroll and accounts payable. Transmits, prints and files reports. Completes a variety of accounting and other related duties as per current job description.

QUALIFICATIONS: Candidate must be a High School Graduate supplemented by Business training and experience in accounting and computer operating. Accuracy of information is of utmost importance.

SALARY AND BENEFITS: As per current General Service Workers' Agreement.

APPLICATIONS: Must be submitted in writing.

MANAGEMENT TRAINEES

Fast-growing Canadian musical instrument chain is currently seeking management trainees.

Career opportunities available for individuals with ability to achieve in sales, customer service and merchandising.

Maximize your career potential.

LEGAL SECRETARY

You will act as secretary to two or more lawyers, typing legal documents from dictaphone or written material, maintaining diaries, answering phone calls, making appointments, scheduling meetings, maintaining a filing system, drafting memos and letters, answering routine correspondence, plus other related duties.

QUALS: Grade 12 including or supplemented by typing courses, plus several years related secretarial experience preferable in a legal environment. Equivalencies considered. NOTE: This is a permanent part-time position.

HIGHWAY MAINTENANCE WORKER

You will be responsible for maintaining streets, roads and highways. You will need to operate the following types of equipment: loaders, mowers, snowplows, dump trucks and other service equipment. The duties include: snowplowing, sanding, grading, patching, crackfilling, mowing grass, cleaning culverts, painting, snowfencing, painting and erecting and maintaining signs and guard rails.

QUALIFICATIONS: Valid class 3 drivers' licence, high school diploma, related experience in both summer and winter road maintenance, willing to work weekends and odd hours, as emergency weather conditions require.

FASHION CONSULTANT

Retail Sales

The A & N Boutique is expanding, with the addition of three new stores. Candidates must be self-motivated, energetic and have a flair for style and color coordination.

QUALIFICATIONS: Must have at least three years of sales experience.

Section 3: Question 7

Answers:

a. Data Control Clerk

- *meeting deadlines*
- *keeping records*
- *listening*
- *working with numbers*
- *manual dexterity*
- *written communication*
- *analyzing*
- *following instructions*

b. Management Trainees

- *analyzing*
- *listening*
- *budgeting money*
- *organization*
- *keeping records*
- *selling/presenting*
- *delegating*
- *planning*
- *written communication*
- *following instructions*
- *goal targeting/meeting*
- *interpersonal relations*

c. Legal Secretary

The transferable job skills would be about the same as those for the data control clerk.

d. Highway Maintenance Worker

- *listening*
- *driving*
- *understanding new things*
- *working with hands*
- *repairing*
- *interpersonal relations*
- *following instructions*

e. Fashion Consultant

- *analyzing*
- *selling/presenting*
- *meeting strangers*
- *listening*
- *imagining*
- *verbal communication*
- *following instructions*
- *visualizing*
- *working with numbers*

Any transferable skills that seem to be reasonable should be accepted.

CALM 20: Module 4 44 Assignment Booklet

?.8

Section 3: Adapting to the World of Work

Selling Your Skills to an Employer: Assignment

You have reviewed the requirements of resumes, application forms, job interviews, and networking to find job leads.

As you have read through this material and completed the activities involved, you will have noted some aspects of handling job interviews, completing resumes and application forms, networking, or other aspects of finding employment which you anticipate as difficult for you.

a. Explain specific difficulties you anticipate in handling job interviews, answering questions in interviews and on application forms, completing a good resume, building a good job lead network, or some other aspect of finding employment.

b. Explain several ways in which you could work towards overcoming these difficulties.

Section 3: Question 8

Comments:

The learning facilitator should look for evidence that the student recognizes areas in which he or she needs to improve job search skills. Suggestions aimed at helping the student begin to work on improving job search skills should be offered.

Module Summary

It is to be hoped that, on the completion of this module, students will feel more confident in making vocational decisions.